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PRESIDENT'S VIEWPOINT

Education and Conservation

We've just marked the second anniversary of the education reform movement, and talk of educational renewal continues unabated. The positive impact of this reformist surge is beyond dispute.

But I sometimes fear that this renaissance, precisely because it includes a critique of our profession, may have led too many of us to doubt our abilities or to second-guess our instincts. The swirl of innovation, while certainly healthy, nonetheless threatens to obscure just how much so many of you do—and do impressively well—every hour of every school day.

That's why I'm convinced that as this school year comes to a close, the time is right for all of us to remind ourselves that progressive movement must also be "conservative": we must conserve the best of the old even as we embrace the new.

When you renovate a house, you don't demolish the pillars.

I'm constantly reminded of this as I travel the nation and visit schools. Again and again, you've shown me that the "pillars" of education—hard work and caring commitment—are solid and sturdy. You've proved that old-fashioned values still have a place in newly reformed schools.

The most successful school programs are testimony to this simple—but too easily forgotten—truth. The high school math program in Canton, Mass., stands as one outstanding example. Canton High's student population is only a notch over a thousand. Yet the school proudly displays a showcase of trophies that its students have brought back from mathematics tournaments.

What is Canton's secret? If



NEA President
Mary Hatwood Futrell

you ask that question of the math faculty, they look perplexed. Secret? We're mathematicians, not magicians, they say. The only "magic" is hard work, hours of class preparation, insistence on high standards and no-nonsense discipline, dedica-

tion to the principle that you get what you expect from students—and you must both expect and demand the best of each and every one.

No gimmicks here. No flashy new teaching methods. No worship at the altar of the latest high-tech innovation.

Canton's math curriculum emphasizes developing students' resourcefulness and problem-solving skills. That's why in an algebra or trigonometry class, a student who gets the right answer to a problem has by no means finished—and in fact has only just begun—the lesson. The teacher's inevitable follow-up is: OK, we've got the right answer—now, what other routes can we use to arrive at the same conclusion?

Students pick up on the implicit message: there's more than one way to skin a cat. Getting the "right" answer is important, of course. But more important is developing the abil-

ity to see that problems have multiple solutions, that getting from X to Y demands basic skills and mental agility, imagination, persistence, patience. A lesson for math whizzes only? Hardly.

The Canton math department is exceptional—but by no means an exception. My visits to your classrooms have convinced me that our nation's students are learning an awful lot of academic material—and an awful lot about life. Like the math students at Canton, they're learning lessons that will serve them well in a world saturated with problems that stubbornly resist one-shot, snappy solutions.

The math teachers at Canton might not care for my description, but I find these accomplishments magical. And the fact that traditional values are the source of teachers' magic demands that even as we revolutionize education, we remember the need for conservation.

TRENDS



Role Reversal

It's not a new idea, but now there's empirical research to support it: those who learn most from a test are those who write and grade it.

That's the word from the University of Santa Clara, where more than 200 students are finding that the task of creating a test generates a firmer grasp of material than taking a test.

The research project suggests that test-writing stimulates students to think about what's genuinely important and worth knowing in material that's been covered.

No wonder teachers are so smart.

Cruisin' for a Bruisin'

The old Biblical adage about sparing the rod and spoiling the child still holds sway with more than half the 500 respondents to

a recent *Psychology Today* survey.

Readers were asked the question "Do you believe physical punishment should be used on children?" The vote was 51 percent yes, 49 percent no.

Most respondents were opposed to anything more than a simple spank on the behind. And a high percentage of those favoring physical punishment said it should be reserved for times when children are endangering themselves, as in running into the street, reaching for a stove burner, or playing with matches.

Monoglots United

The way some would have it, the signs at U.S. borders would read "English Spoken Here. Only English."

Five state legislatures—in Indiana, Illinois, Kentucky, Nebraska, and Virginia—have recently passed bills making English the official state language. And 10 other states are considering similar legislation.

Spearheading the "make everyone speak my way" movement is former California Senator S.I. Hayakawa—leader of a 90,000-member activist group known as *U.S. English*. Claiming that bilingualism threatens

national unity, Hayakawa and his supporters seek to get rid of bilingual ballots (mandated by the federal Voting Rights Act) and to reduce funding for bilingual education.

And Now a Word From Mom and Dad

A spate of reports by scholarly experts on the need for upgraded standards does not a school reform movement make. But when the public gets hot on an idea, as it has, you can bet things will keep happening.

Parents across the country have cast their votes for junior high and high school graduation exams in reading and math, for raising teacher salaries to an average of \$25,000, and for toughening requirements for high school credits in math,



science, English, and computer science.

These findings, from a new National Institute of Education poll of 1,200 adults (70 percent

of whom are parents), suggest "the public is in favor of current efforts to raise standards in schools," observes an NIE staffer. Over two-thirds of those polled said they'd be willing to pay \$200 a year more in taxes to finance education reforms.

Gaining a Sheepskin, Losing Self-Esteem

Bright high school coeds come in for a rude awakening when they enter college.

All too often women who do well in high school think less of themselves after only a few years on campus, according to a study by Karen D. Arnold and Terry Denny at the University of Illinois Bureau of Educational Research.

The research shows female high school valedictorians and other top achievers develop significantly lower estimates of their academic worth and potential by their sophomore year in college.

And here's the rub: this loss of self-esteem happens despite the fact that the women are successful in college and have grade-point averages slightly higher than their male counterparts.

The Pick Of the Literate

Inspired by U.S. Secretary of Education William Bennett's ideal reading list for students entering college, researchers at



Siena College in Loudonville, N.Y., asked 129 English professors across the nation which books they believe incoming frosh should have read.

The top ten: Mark Twain's *Huckleberry Finn*; the Declaration of Independence; Robert Frost (a solid sampling); Shakespeare (more than a taste); Emily Dickinson (a snack or two); Charles Dickens' *A Tale of Two Cities* and *Great Expectations*; the Bible; Homer's *Iliad* and *Odyssey*; F. Scott Fitzgerald's *The Great Gatsby*.

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STUDENT AID

College Bound... And Worried

White House proposals to slash college aid have upset both high school students and their parents.

In February, the Reagan Administration proposed cutting federal aid to college students by 25 percent—\$2.3 billion. These cuts would deny one million middle-class students any aid at all next school year—and would reduce aid to millions of students from poor families. A “compromise” budget now pending on Capitol Hill would still make deep cuts in federal student aid programs. The threatened cuts raise frightening questions: Is our nation reneging on its commitment to help provide all qualified students access to higher education? Will America’s higher-priced colleges and universities once again become the domain of the privileged few?

For Association member Michele Baehr of Brattleboro, Vt., and for 17-year-old Lin Hom of Los Angeles, massive student aid cuts would end years of hopes and dreams.



Bob LaPree

“It’s so frustrating not to be able to do what’s best for your children,” says Michele Baehr. “I feel terrible. When my kids talk about the future, I see dollar signs!”

Baehr teaches a combined third-fourth grade at Oak Grove Elementary School in Brattleboro, Vt. She’s also the vice-president of Vermont-NEA.

Her 16-year-old daughter Emily, a high school junior, is a talented young musician. Thirteen-year-old Michael, an eighth grader, is the quiet thinker of the family—an excellent student who’s also college bound.

With Emily facing college decisions in less than a year—and Michael in three years—their mother is clearly worried.

“We’re just making it,” she explains. “I’ll finally earn \$20,000 for the first time next year. You can’t finance college on teachers’ salaries.”

Baehr is recently divorced. Her former husband contributes about \$1,500 a year in support for each of the two children—support that can legally end as each child reaches the age of 18.

“I was terrified when I heard about the cuts in student aid,” Baehr says. “If President Reagan’s original proposal goes through, and there’s a \$32,500 limit on family income for student aid, I could be forced to remain single. I’d like to remarry—for myself and my children. But with that kind of family income limit, remarrying would be financially stupid.

“I want to send Emily to the best college music program I can find,” Baehr adds. “Last summer she attended the eight-week Young Artists Vocal Program at Tanglewood in Lenox, Mass. The program cost \$2,500. Emily received a \$400 scholarship, and I took out a credit union loan to cover most of the rest. It was a wonderful experience for her, and she’d love to go back this summer. But she realizes she has to work to save money for college.”

One school Emily is considering is Boston University, which has an excellent music program—and will give her six credits for her study at Tanglewood.

“The cost of BU next year is \$14,600!” Baehr exclaims. “Over \$10,000 just for tuition. People just don’t have that kind of money. Aid is essential. And education seems like such a good investment—not just for me as a parent, but for the country.

“When I went to college,” Baehr reminisces, “my dad and I split the cost. He was a blue collar worker. I went to the University of Michigan. Back then, sending your kids through college was an achievable goal. Now you just can’t do it.

“I feel the same way about the third and fourth graders in my class as I do about my own children,” Baehr concludes. “They should all have the opportunity to become the best people they can be.”

—Heidi Steffens



Tom LaBarbera

Lin Hom is a senior at John Marshall High in Los Angeles. She wants to be a teacher like her older brother and sister, but the road leading there will be a difficult one for her to travel.

“I was accepted by the University of California system, which has the highest standards of any public college in the state,” she explains, “but I had to turn down that offer in favor of lesser-ranked Cal State University at Northridge, which is nearby. The problem is that I can’t afford to live away from home, and UCLA—the only branch of the University of California close enough for me to attend as a commuter—diverted me to a different campus.

“I can’t even consider private colleges because the cost would be too high,” Lin adds. “My fees at Cal State next year will be \$650.”

Lin is the fourth of eight children in her family. Besides the brother and sister with degrees in education, she has another brother, 20, who attends a trade school, a sister 16, and brothers 14, 13, and 8. All live at home.

“Both my brother and sister attended the University of Southern California and received grants and loans. I was turned down for a Pell Grant because my family income—\$36,150—was too high. If I can’t get a loan, I don’t know what I’ll do. My brother has offered to contribute some of his teaching salary to help me,

but it will be rough even if I can get summer jobs.”

For Lin the problem will be not only finding work during the summers, but *getting to and from* work. She won’t be able to afford a car, which is almost a necessity in the Los Angeles area because public transportation is so poor.

“I’m looking for a possible scholarship, but haven’t found any yet,” she says.

As a senior, Lin works three hours a week as a peer tutor at her school. She earns \$3.35 an hour, which gives her some spending money.

Her B average has earned her a place in each of John Marshall’s honor societies: the California Scholarship Federation, which requires a 3.6 average in academic classes, and the California Honorary Society, which requires a 3.0 average in all classes.

She’s taken academic enrichment (honor) classes in fourth year Spanish, advanced government, 11th grade English, and history. When she graduates she’ll have 175 credits, 15 over the required 160. This year she’s also assistant news editor for the school paper.

Her counselors at John Marshall sympathize with Lin but can offer no solutions for her—or for the hundreds of her peers with families that are neither quite poor enough to qualify for grants nor wealthy enough to pay college costs on their own.

—Diane Dismuke

Some Progress on Hill, But Student Aid Still Threatened

The Reagan Administration’s call for massive cuts in student aid drew immediate protests from colleges, students, parents, and teachers—and many members of Congress.

A “compromise” budget worked out in early April between the Administration and Senate Republican leaders restores some of the threatened funds, but as we go to press a number of alternatives are still pending for consideration in floor debate.

The \$2.3 billion worth of budget cuts the White House wants—but so far hasn’t got—would end student aid for as many as a million of the 5 million current recipients.

The cuts would deny guaranteed student loans (federally subsidized bank loans, which must be repaid with inter-

est) to students from families with adjusted gross incomes above \$32,500. The Administration also wants to end Pell grants and other financial aid, including work-study job subsidies, for students with family incomes above \$25,000, and to set a \$4,000-a-year limit on federal aid to any one student, no matter how poor his or her family.

At a time when tuition, *excluding* room and board, ranges from \$6,000 to \$11,000 at private colleges and universities, the White House proposal would deny millions of students from middle-class and poor families equal access to higher education.

The compromise budget now pending on Capitol Hill calls for freezing most federal higher education spending at last year’s levels—except guaranteed

student loans, which would be cut by \$370 million. The compromise also raises the family income ceiling for loans from the \$32,500 the Administration proposed to \$60,000. (Eligibility is currently based on a thorough needs analysis, with no set ceiling.)

The compromise budget would disregard any college costs over \$8,000 a year in computing eligibility for federal aid. This \$8,000 cap would put higher-priced colleges beyond the reach of low-income families, tending to reserve the nation’s top institutions of higher learning for wealthy students only.

The compromise budget, while certainly an improvement over the Administration’s meat-ax approach, would still result in the loss of a billion dollars in financial aid to college students (under-

graduate and graduate) next year.

“At a minimum, financial aid should stay even with inflation,” says Linda Tarr-Whalen, NEA’s director of government relations. “Once again, it’s a case of misplaced priorities. Education and other social programs are being frozen or cut to make up for the burgeoning defense budget. But education is as vital to our national interest as defense.”

Even if most aid is eventually restored, all the publicity about the attempted cuts will have a negative effect, many college officials predict. The fear is that high school students and their parents will assume federal aid isn’t available—and won’t even apply to schools where they’d need it.

—H.S.

FUTURE SHOCK

2001

A SCHOOL ODYSSEY

What will school be like for the Class of '01—today's two-year-olds? Schools may be housed in geodesic domes, or be open to people of all ages, or even function as socialization centers for occupants of electronic cottages—but in any event, futurists say, the 21st century's sure to be worth sticking around for.



would improve the buggy, keep the passengers in it longer, pay the driver more—but it would still be a horse and buggy."

Now picture this:

► Students of all ages communicating daily via satellite and other tele-linkups with students in other countries.

► Early childhood education assuming as much importance as college held during industrial times.

► People pursuing lifelong learning at community centers, which have replaced high schools.

► Lectures in every field, at every level, delivered via closed-circuit or public television, or computer networks.

► Discipline problems, like yellow school buses, becoming a thing of the past.

These visions of a few of the changes that may revolutionize schools by the year 2001 are offered by Texas futurists Fred Kierstead and Jim Bowman, professors at the University of Houston at Clear Lake. The technologies Kierstead and Bowman talk about already exist—as do a host of others, from robots to electronic page turners to exotic game and curriculum simulations.

What's more, it's feasible to predict that by the year 2001, virtually everyone, including students, will own a hand-held device with a screen, small enough to fit into any bookbag. This commonplace machine will serve as a television, videophone, and computer, among other things. Through satellite-connected networks, the user will be able to gain reasonably quick access to any source of information in the world, including the contents of all the major libraries, museums, and art galleries, as well as thousands of public-domain software programs and video recordings.

But whether such futuristic predictions remain distorted by the rosy tint of wishful thinking or become everyday realities depends on decisions made in schools today.

As World Future Society President Edward Cornish puts it, "We want to encourage people to think ahead about what might happen in the future and make decisions as to what they might want to have happen, so that they can make choices right now."

Right now. The future is topic A on the agenda at a mid-March workshop sponsored by NEA and Missouri NEA. David Pearce Snyder, a nationally known futurist, has come from his home near Washington, D.C., to a hotel overlooking St. Louis' gateway arch—to challenge educators, business people, and community leaders to think about tomorrow.

Borrowing from current research into how change takes place, Snyder notes that 70 percent of the improvements in workplace productivity over the last century have been due not to major acquisitions of new technology, but rather to suggestions made by workers.

Teachers, he asserts, as the people who initially prepare the nation's workforce, are the most logical group to spearhead the revolutionary changes the future will

"T

eachers are overworked and underpaid...In the teachers' lounge they sigh their relief into stained cups of instant coffee and offer gratitude to whoever makes them laugh at the day's disasters."

So wrote education observer George Leonard in 1968, adding that his talks with leading educators and his visits to schools around the U.S.—on assignment for *Life* magazine—had convinced him that American education was nearing a time of dramatic change.

Leonard's book *Education and Ecstasy* preceded the current reform movement by some 15 years. Since his visions for education have yet to see the light of day, reformers still turn to Leonard for inspiration.

Here's Leonard's vision of the imaginary Kennedy School in Santa Fe, N. Mex., in the year 2001:

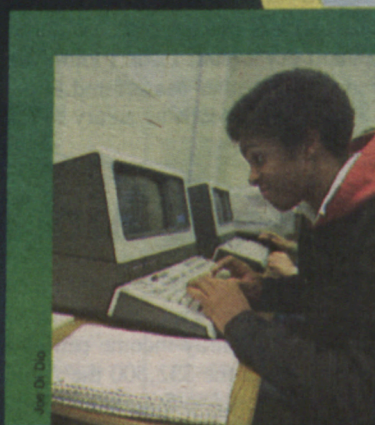
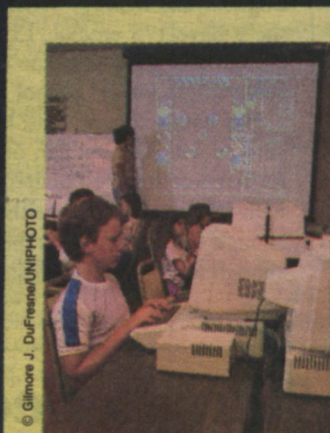
"We catch a glimpse of the school before driving down the ramp and into the underground parking lot. The sight, as always, pleases us—gleaming geodesic domes and translucent tentlike structures scattered randomly among graceful trees. . . . Most of the educational environments are in operation from eight in the morning until six in the afternoon. Children can come when and if they please; there's no problem at all if parents wish to take their children on extended trips or simply keep them home for something that's going on there."

Today Leonard, a writer for *Esquire*, is still making the case for educational change, arguing that the current system of schooling has survived simply because it's easiest to administer.

Leonard calls today's education "reforms" hopelessly lacking in vision.

"Now in the space age, reformers are offering an educational horse and buggy," he charges.

"They



IN THE CLASSROOM

require. So it follows that educators will have to teach themselves the required skills first.

"If you're going to demand computer literacy and greater problem-solving skills of your students," Snyder says, "you're going to have to be versed in those skills yourself."

Between Snyder's talks, those attending the workshop divide into groups of 15 to discuss strategies for redirecting education to deal with the upcoming changes that are certain to have a major impact on the schools. As they discuss future trends, teachers, school administrators, and community leaders find themselves agreeing over and over on the importance of good in-service training to help teachers develop the skills they'll need to prepare students for a radically different world.

Ken Kramme, president of the North Kansas City-NEA, reflects on how society might better structure education into people's lives.

"We need to think about reordering the training-work cycle," Kramme argues. "What makes us think the present system of training for work, and then working the rest of our lives without any significant break for training, is appropriate for the Information Age that we've been told is looming?"

Instead of the traditional schedule of training four or five years in college, what about extending the training cycle throughout a worker's professional life, Kramme argues. A chemistry teacher like himself, for example, might get out of the classroom every several years and practice in industry—or go back to the university.

The second annual NEA Futures Seminar will bring representatives of the Association's national, state, and local affiliates together with futures experts for a discussion September 4-6, 1985, at NEA Center in Washington, D.C. Meanwhile, NEA is distributing copies of futurist David Snyder's paper commissioned for last year's seminar, "The Strategic Context of Education in America, 1985-1995," along with a 25-minute videotape on his research. The tape is available from NEA regional offices and many state affiliates.

"The future is risky," Kramme concludes. "We're going to have to take some risks and offer some proposals for change."

Taking risks and offering proposals are exactly what NEA and its state and local affiliates have already been doing. From Washington State to Iowa to Ohio to Washington, D.C., Association members have spearheaded efforts to put schools on track for a radically improved tomorrow.

Sometimes, as in the case of Association activist LeRoy Hay, a lone voice has pointed out how the need for future changes may affect decisions made in education today. Hay, a high school English teacher in Manchester, Conn., began studying the future in earnest several years ago. As 1983 National Teacher of the Year, he spoke out across

the country about the need to apply futurist visions to the field of education.

Like most futurists, Hay believes the Information Age that's now beginning will challenge educators and students alike to do their jobs in a radically different way. Systems that worked in an industrial age, when thinking was geared to coming up with the "right answer," are rapidly becoming obsolete, Hay says.

"In an Information Age what you learn, memorize, and store in your memory will not be nearly as important as your learning skills," he contends. "Knowing how to access information, how to process it, and how to respond creatively to it will be the basis of success."

Consequently, Hay believes, tomorrow's curriculum will need to be redesigned and repackaged to focus much more on skills for learning and to deemphasize the importance of answers and specific content.

With all the speculation about the changes in store between now and the end of the 20th century, what's NEA doing to take advantage of the innovations that are possible?

NEA President Mary Hatwood Futrell has repeatedly urged school employees and the public to replace traditional thinking about schools with a new vision (see story at right).

"Today we have the 'two by four by six' school," Futrell observes. "It means we're stuck—between the two covers of the textbook, the four walls of the classroom, and the six periods of the day. We need to work toward a day when there will be abundant opportunities for students to learn individually, to work in small groups, to work with machines that speed up learning, and to work in a variety of settings."

In the final analysis, perhaps George Leonard's warning is still the most cogent.

"The future will not sit still for a portrait," he wrote in *Education and Ecstasy*. "It will come around a corner we never noticed, take us by surprise."

—Vicky Lytle

Getting from Here to There

NEA's Nine Principles for Educational Revolution

The question resounds in meeting halls from Honolulu to West Hartford as futurists challenge their publics to set their sights on the year 2001: "Are educators going to help write the agenda for the future of education—or let someone else's agenda be imposed on them?"

Two years ago, delegates to NEA's annual Representative Assembly moved to make sure the nation heard the voices of the men and women who work in America's public schools. The NEA RA established a Blue Ribbon Task Force on Educational Excellence that spent the next year collecting the insights of Association members from every part of the United States.

The task force's final report—*An Open Letter to America on Schools, Students, and Tomorrow*—appeared in the October 1984 *NEA Today*. It calls for nothing short of a total restructuring of today's schools.

How can we move toward that restructuring? The NEA Board of Directors has adopted an action plan that spells out nine basic principles that should guide the Association's continuing efforts to meet the challenge of tomorrow.

► **Principle One: Students must master what is taught.** The objective of education should be a demonstrated grasp of fundamentals, the competent use of skills, and command over subject matter—not mere passing grades. Mastery of what is taught must be America's standard of educational excellence, and schools need to offer the comprehensive curriculum and provide the time and resources that can make this mastery an achievable goal.

► **Principle Two: Students must be active participants in learning.** Students must become questioners and explorers, not just passive recipients of information. That active involvement demands learning environments free from disruptive behavior—and learning activities designed to encourage student initiative.

► **Principle Three: Full learning opportunity must be available for all students.** All students must be provided learning opportunities that enable them to fully realize their individual potential, regardless of their economic, social, physical, or psychological condition.

► **Principle Four: Learning should occur throughout life.** Appropriate opportunities for learning must be available in all school districts for all age groups.

► **Principle Five: Authority must be vested in the local faculty.** Key decisions about teaching and learning should be made by those closest to students and the community, rather than by large bureaucracies whose assembly line approach diminishes expectations of students and teachers.

► **Principle Six: School staff must be professionally compensated.** Teacher salaries must become commensurate with those in comparable professions if the nation is to attract and retain the best teachers.

► **Principle Seven: There must be high standards for teacher preparation and practice.** Professional competence must be rooted in intellectually stimulating and demanding teacher preparation programs, rigorous personnel evaluation procedures, and meaningful professional and staff development programs.

► **Principle Eight: School/community resources must be coordinated to benefit students.** Problems that affect students' ability to learn must be resolved by school/community collaboration and coordination.

► **Principle Nine: Adequate financial support for education is essential.** Excellence in education depends on the combined resources of federal, state, and local governments.

NEA has already begun concrete programs to translate these nine principles into action. One program launched this spring is the new "Mastery in Learning" project, which will seek more effective ways for teachers to teach and students to learn.

The first part of the project, which began in March and will last 18 months, will be to define the essentials for "mastery," describe the implications for each subject area, develop innovative materials and programs for faculties, and test the program in a few pilot schools. In the second phase, which will begin with the 1986-87 school year and last for three years, NEA will select 24 demonstration schools across the country to work on faculty-designed school improvement projects. NEA President Mary Hatwood Futrell has invited faculties that want to explore new approaches to teaching and learning to volunteer.

—V.L.

HUMAN RIGHTS



Banner made by Chapter 1 students in the Washington, D.C., area commemorates 20th birthday of the first major program of federal aid to education.

Celebrating 20 Years of Commitment

This spring, school districts and Associations around the country observed the 20th anniversary of the first legislation to provide major federal assistance to public schools: the Elementary and Secondary Education Act.

This landmark law was passed by the 89th Congress with strong NEA backing and signed by President Lyndon Johnson in April 1965. ESEA's Title I was hailed as a major national commitment to breaking the cycle of poverty through compensatory education—special help in basic skills for children from poor families.

Title I not only provided federal dollars for activities such as hiring aides and special teachers, buying special learning materials, and building and supplying media centers, but the success of these programs also served as an impetus for imaginative local and state-funded

projects to address the needs of students at the low end of the socioeconomic ladder.

The federal government's commitment to help local districts foot the bill for compensatory education has been put to the test in recent years, as the Reagan Administration has attempted to reduce federal support for public education. In 1981, the bulk of ESEA's categorical aid programs were folded into a single education block grant to each state, and Title I became Chapter 1 of the Education Consolidation and Improvement Act.

Congress has been a staunch friend of Title I/Chapter 1—refusing to go along with most of the Administration's proposed funding cuts, and restoring billions of threatened dollars to the program in the annual budget battles.

Still, Chapter 1 today is seri-

ously underfunded. Twenty years ago, federally funded compensatory education programs reached some 8 million young people. Today they reach only about 5 million—less than half the 11 million eligible.

The achievement gap that penalizes poorer youngsters has not been closed. It has, however, been measurably lessened. Research has shown repeatedly that disadvantaged students enrolled in Title I/Chapter 1 programs fare better in school—and score higher on reading and math tests—than do similar children who don't have access to this extra help.

"The work begun in 1965 is not complete," notes NEA President Mary Hatwood Futrell. "It will never be complete—as long as one child in America is denied equal educational opportunity."

—Ro Studer

'Title I's Made a Real Difference'

Maggie Bozeman is one Association member who knows what Title I has meant to disadvantaged children—from first-hand experience. Bozeman has been teaching Alabama fifth, sixth, and seventh graders for almost 28 years. She remembers—vividly—what teaching was like without the added resources Title I made possible.

"It was like coffee without sugar," says Bozeman. "If you don't know about sugar, it's fine—you get used to drinking coffee black. We were teaching the best way we could back before Title I—and that was good, but it wasn't enough."

Neither the state of Alabama nor her local Pickens County school district, Bozeman explains, had the money to provide poor children the services they needed.

"I couldn't get a student aide for my classes," Bozeman remembers, "and without an aide, it was impossible for me to spend that extra time with Jack on his reading."

The passage of Title I in 1965 enabled Bozeman's school to afford aides and other needed resources. Bozeman and her colleagues have come to count on that help.

"Without Title I supplements, without Title I supplies, without Title I aid," she says bluntly, "we would kill dedicated teachers in poor communities—really discourage them from teaching."

Bozeman fears that Title I, now known as Chapter 1, may fall victim to the budget-cutters' ax in Washington, D.C., and she notes that the program lost considerable ground to inflation during the first Reagan Administration. But Bozeman doesn't intend to sit back and let anyone gut Chapter 1.

"We have to get the federal government to take a better look at the children," she says. "We need local community leaders and teachers and parents to go talk to President Reagan. He'll listen because we're speaking for our communities. We need to



Maggie Bozeman remembers what teaching was like before Title I help was available.

invite the President to come to our schools and see the needs of our children. Maybe then he would guarantee more money for programs like Chapter 1 than for missiles."

Adds Bozeman: "I can't believe that President Reagan would abandon the Chapter 1 program if he really knew what it helps teachers do. He just doesn't know what it's like to have a Johnny in your class who can't read or write."

WASHINGTON WATCH

NEA Opposes Tax on Benefits

Scrambling to find ways to reduce the \$200 billion deficit in the federal budget, the nation's lawmakers are embracing the subject of tax "reform" with a vengeance. In their zeal to find new revenue sources, some in Congress are now proposing to tax basic employee benefits.

At least three of the nine major tax reform bills currently pending on Capitol Hill would shift more of the nation's tax burden to the backs of workers, by making employees pay income tax on the amounts their employers contribute to pension plans and other fringe benefits. Under the various bills, such vital benefits as health and life insurance premiums, education assistance, child care services, and prepaid legal services programs would all be treated as taxable income.

More than four of every five American workers—including school employees—would owe additional federal and state income taxes—as well as Social Security taxes—if employee benefits are taxed. The fact that a taxpayer didn't use an available benefit, such as tuition assistance, wouldn't matter; if he or she was covered by it, its value would still be taxed.

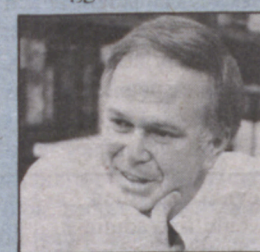
The enormous federal deficit is largely due to the three years of tax cuts and huge new business tax breaks instituted by the Reagan Administration and passed by Congress in 1981.

Back in the 1950s and 1960s, corporate taxes supplied one-fourth of all federal government revenues. By 1983, that figure had dropped to 6.2 percent. According to Citizens for Tax Justice, more than half of the nation's 250 biggest

corporations paid no federal income taxes at all in at least one of the years from 1981 through 1983. In fact, these companies were able to manipulate the provisions of the new tax law to claim \$5.7 billion through cash rebates or sales of tax benefits.

Now the Administration and various members of both parties in Congress apparently see a tax on employee fringe benefits as a quick fix—a politically acceptable, quiet way to recoup some of these astronomical revenue losses without "raising taxes."

It's up to the American public to make its voice heard, says Sen. Bob Packwood (R-Oregon), a leader of the fight to stop taxation of employee benefits. Exempting such benefits from taxes is clearly in the national interest, he believes. If there's a loud enough protest from the grassroots, Packwood suggests, "the national policy of providing tax incentives to encourage employers to offer employee benefits can be preserved."



Sen. Bob Packwood (R-Oregon)

In an open letter to President Reagan this spring opposing taxation of benefits, NEA Government Relations Director Linda Tarr-Whelan wrote, "Employee benefits are deeply rooted in the fabric of our society and are a prime example of how the government through its tax policies has encouraged employees to work toward their own financial security. It is because these programs are supported in principle by national policy that they are available to the overwhelming majority of American workers."

Taxing employee benefits would not only increase the federal tax bite on public school personnel and reduce their already inadequate take-home pay, but would also jeopardize many benefits won through years of collective bargaining.

"The Administration would have citizens believe that health care is a costless 'fringe' to workers," points out AFL-CIO economic researcher Arnold Cantor. "In fact, tough economic decisions are made and other benefits, including wages, are sacrificed to preserve and enhance the health care benefit package."

If these benefits are taxed, it's almost certain that some employees might decide to avoid the extra tax bite by choosing not to seek coverage. If they opted out, the costs of contributory benefit plans—both to the remaining employees and to the employer—would rise.

According to U.S. Treasury estimates, American workers would pay an additional \$24 billion a year in taxes by 1990 if Congress decides to tax benefits. Over a lifetime, the typical 35-year-old married male earning the median income would pay a whopping \$27,100 in taxes for group health and life insurance alone, according to the American Council on Life Insurance.

Since 75 percent of workers covered by health and life insurance plans earn less than \$25,000, a tax on these plans would hurt most those working people who can least afford it.

State Side

NORTHEAST

Can a well-planned public relations campaign actually make a difference in the way people feel about an issue? The Connecticut Education Association says yes.

Two years ago, public opinion polls conducted by the University of Connecticut revealed that only 39 percent of the state's citizens felt teachers' salaries were too low. Pollsters just resurveyed Connecticut and found that well over half the public—58 percent—now feel teacher salaries should be higher.

CEA leaders say the improved poll results reflect the success of their ongoing *Now Is the Time To Raise Teacher Salaries* PR campaign, which has featured everything from billboards to print ads to 30-second radio spots.

PACIFIC

California may soon have a law that would fine administrators who change a student grade without notifying the teacher.

The California Teachers Association-backed bill originated with the United Teachers of Los Angeles (UTLA), whose members were tired of administrators raising student grades. The problems in Los Angeles began about two years ago, after the school district adopted a rule that students must maintain a C average, with no F's, in order to participate in after-school activities.

California law already forbids changing a grade without notifying the teacher—but provides no penalties. The original UTLA bill called for a fine of up to \$500 for the first offense and removal of an administrator's credentials for subsequent offenses.

"We don't think an administrator who's found guilty of changing grades twice deserves to run a school," UTLA President Wayne Johnson explains. But the bill was amended to set fines of between \$1,000 and \$5,000 as punishment for multiple offenders.

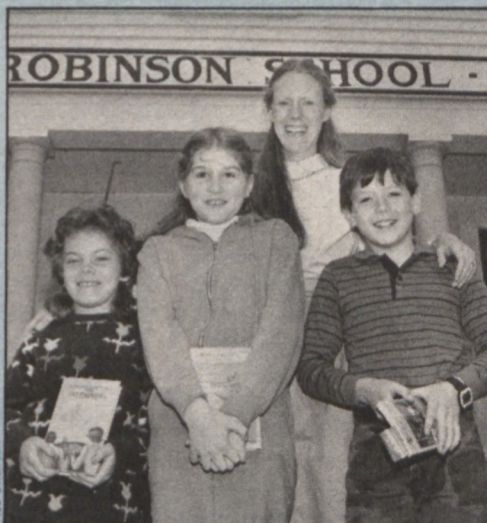
MIDWEST

Illinois Gov. Jim Thompson's plan to raise the state's share of public education costs to 46 percent has won praise from the Illinois Education Association. The state now pays 38 percent.

The "Better Schools Program" proposed by the governor this spring would provide a \$330 million increase in education spending—the largest one-year hike in Illinois history.

"It's rewarding to see the governor take a strong interest in improving the state's quality of

VERMONT'S READ-FOR-HUNGER PROJECT



'Read-a-thon' to raise money for African famine victims began in Starksboro, quickly spread across Vermont. Project was the brainchild of Association member Molly McClaskey (right, with three of Robinson School's well-read fund-raisers). At left, Betzi Irwin gets in a little reading time.

Association Sponsors Outreach to Africa

While the devastating news of famine in Ethiopia and other African countries has stunned the world, children in Vermont public schools have found a way to take action.

A "Read-for-Hunger" fund-raising project that began quietly in a Starksboro elementary school of 123 students has now become a statewide effort, cooperatively sponsored by Vermont-NEA, the state's department of education, the Vermont Service Corps, and the students, teachers, and parents of Starksboro.

The original project—in which Robinson School students asked sponsors to pledge a penny (or more) per

minute for uninterrupted home reading time—was the culmination of a month-long interdisciplinary study of Africa undertaken by the whole school.

By the end of the unit, through the Read-for-Hunger project, the 123 Starksboro students had also raised over \$1,100 for African famine victims.

But raising money was only one facet of the read-a-thon, which was developed by Starksboro's teaching principal, Association member Molly McClaskey, to help children build the habit of reading independently, give them a wider perspective on the world, show them their own ability to

make a difference, and create cooperation between school and community.

News of the project's success prompted Vermont-NEA President Maida Townsend, Vermont Education Commissioner Stephen Kaagan, and State Senator Edgar May to jointly initiate a statewide Read-for-Hunger campaign.

Proceeds will go to the Vermont Service Corps, a private, nonprofit organization that calls upon the traditional volunteer spirit, generosity, and skills of Vermonters to help meet technical assistance and development needs in African countries suffering from severe drought and long-term development problems.

MID-ATLANTIC

West Virginia's 23,000

teachers will soon have a better grievance procedure, thanks to an Association-backed bill that cleared the legislature in April.

If the governor signs the measure as expected, come July 1 teachers who can't get satisfaction on a grievance locally will be able to appeal to one of two state hearing examiners. The examiners will be hired by a three-member Education Employees Board, to be appointed by the governor.

In the past, teacher grievances had to be appealed to the state superintendent of schools, who tended to deny any wrongdoing on the part of administrators.

"In a nonbargaining state like ours, this legislation could revolutionize employee-employer relations in our schools," says West Virginia Education Association President Lowell Johnson. "It means we can finally have our problems heard by an

impartial arbitrator, without the expense of going to court."

Other WVEA wins in the 1985 legislative session included a 5 percent pay increase for all teachers and the addition of a new longevity step at the top of the state salary schedule, for teachers with 20 years or more experience.

SOUTHEAST

Market-sensitive teacher salaries are but one of the outcomes of Georgia's new Quality Basic Education Act.

Rather than comparing Georgia teachers' salaries to national or regional figures, a study commission recommended stopping the flow of teachers into more lucrative professions by making teacher salaries competitive with those of other occupations in Georgia that require comparable skills and responsibilities.

Using this criterion, the University of Georgia determined that a beginning teacher should

earn \$16,000—and the legislature agreed.

The new omnibus law also provides for increased equalization of state education funding; adds funding for classroom aides and elementary art, physical education, and music specialists; puts teachers and administrators back on the same salary schedule; and funds a full-day kindergarten.

"The majority of the programs funded or planned for in the new law have been on the Association's agenda for excellence for many years," reports GAE President Ed Deaton. "We're delighted to see those efforts come to fruition, even though we have a major objection to one part of the law—the testing of veteran educators."

In the give-and-take of the legislative process, GAE was unable to prevent passage of a requirement for many veteran teachers to take a subject matter test in order to be recertified. Lifetime certificate holders are excluded, as are teachers who have joined the ranks since 1979, who were tested when they began their careers.

WEST

The first year of state-required teacher "career ladders" is coming to an end in Utah's 40 school districts. The 1984 legislature had mandated that each district develop and implement its own career ladder program in 1984-85—and made available \$15 million to fund them.

The Utah Education Association (UEA) has worked all year "to ensure that teachers have a voice in the design of the local programs, that the state program is fully funded, and that 'pure' merit pay provisions are either absent or limited in scope," reports UEA President Betty Condie.

"Without adequate statewide evaluation standards and basic salary levels—both of which we've lobbied for," Condie explains, "UEA is not ready to endorse salary differentials based on anything other than education, experience, and extra work."

The career ladder programs have been designed by local committees comprising teachers, administrators, and citizens. They typically use the state funds both to add more non-teaching professional days for teachers and to provide teacher salary add-ons for extra work beyond normal classroom duties.

Thanks largely to Association lobbying, the Utah legislature has doubled the money available for career ladders to \$30 million in 1985-86.

Meet:

The nation's third Secretary of Education took office on February 6. A former philosophy professor and chair of the National Endowment for the Humanities, he quickly made headlines with his widely reported remark that the Reagan Administration's proposed cuts in college student aid might require students to make some "divestitures": of automobiles, stereos, and Florida vacations, for example.

NEA Today editor Ann Kurzius and NEA Government Relations Director Linda Tarr-Whelan met with Education Secretary William Bennett recently at his office in southwest Washington for a half-hour's frank conversation on a number of issues facing America's schools and the people who work there.

As our members look ahead to the next school year, we'd like you to fantasize for a moment. If you could wave a magic wand and accomplish just one change in every American public school over the summer, what might it be? No drugs—none, zero, out, gone, disappear. Give me a wand? All the drugs: gone.

The average U.S. teacher salary now is just over \$22,000 a year. What do you think it should be?

Well, I don't think there's a platonic form that says this is what teachers' salaries should be. I think it should be a function of local facts and circumstances, ability to pay, and obviously, in my view, merit—what teachers deserve. I think it should be higher for very good teachers. I think it should be about where it is for average teachers, and I think it should be zero for bad teachers.

It's predicted that a million new teachers will be needed over the next decade. To meet this impending teacher shortage, some officials are proposing that any person expert in a subject area be allowed to teach it. Do you agree?

No. The expertise business can be pushed a little too far. Competence in subject matter is a necessary element in teaching, but it's not sufficient. I think there ought to be either a trial run or an experimental period of time that allows for people to demonstrate that they don't just know the subject but that they're able to communicate their grasp of that subject to others.

We often get into this kind of either/or mentality, and folks say let's make sure that teachers are qualified in their discipline. But being qualified in your discipline doesn't mean you can



The Secretary of Education

teach. Neither does knowing how to teach and having some very abstract notion of how to communicate, but not knowing what to say. You need both.

I am, however, in favor—as I suppose everyone is—of the notion that people who do have competence in a subject area, and have shown some promise or indication that they might be able to communicate that to the young, should be given an opportunity to show that. That is, I think we should open up entry into the profession, as a number of states are now doing.

You advocate increased 'competition' between public and private schools. Is meaningful competition possible when private schools can refuse to admit the problem students and harder-to-educate students that public schools must by law accept?

Sure it is. Sure it's possible. You know, we could start by getting some support for our Chapter 1 efforts here, to 'voucherize' our Chapter 1 program, because these are disadvantaged students that we're talking about in that program, and that has been one of the places that we have been putting our emphasis, our efforts, to try to get more options for those students. Not the affluent and the academically talented, but the disadvantaged. I think that shows our interest in giving those students more opportunities and encouraging some of

those students—or the parents of those students—to choose private institutions.

Second, I'm sure you know that a number of the programs that are being considered now in the states are aimed just at those students who are problem cases—difficult cases. That's part of the Colorado program. [State Superintendent] Bill Honig tells me they're doing something like that in California too.

Competition certainly is possible, and I think we'll see more competition particularly for those students if the parents of those students have more options than they currently have. If you're saying to parents who are not affluent, you do have the opportunity to choose other schools, I think they are more likely to make changes than are the wealthy or the affluent. So yes.

The voucher proposals that have been considered or brought to Capitol Hill have called for, at the most, a \$500 voucher under the Chapter 1 program as a voluntary program for local school districts to undertake. How much education do you feel the \$500 voucher would buy a parent of a child in an inner-city school? Not much. But it's a move in the right direction, it's a start, it's something. By talking about vouchers or tax credits, we're certainly not trying to enhance the elitism of so-called elite schools, or provide more

choices only for the affluent and the well to do. That's not the intent at all.

When you increase choice, you increase choice. That doesn't mean you absolutize it. It doesn't mean you make it possible in all cases, but you do, I think, encourage it.

During the campaign President Reagan said he had 'no intention of reducing college student aid.' Why did the Administration's budget proposal call for cutting these programs?

Particular budgets have to depend upon larger budget circumstances, and the kind of proposal we're talking about now, I'll be very surprised if anyone will object. No, I won't be surprised. Clearly there will be objections, but in the light of the larger budget picture it is very sensible.

The Reagan Administration opposes mandatory busing as a remedy for segregated schools, proposes no funding for magnet schools, and seems generally opposed to the concept of affirmative action. What steps do you think should be taken to eradicate racial prejudice and discrimination? What steps should be taken, I guess, are the ones I laid out in my letter to the Equal Employment Opportunities Commission. That is, we should stop discriminating on the basis of race, sex, religion, and origin.

Secy. Bennett addresses NEA Board, May 3. Seated: Exec. Dir. Don Cameron, Pres. Mary Hatwood Futrell, and Secy.-Treas. Roxanne Bradshaw.

Stop, stop, stop. That's where everybody wants to go. The best way to get there is to get there—that is, to stop. You do not eradicate an unfortunate legacy by perpetrating another unfortunate legacy.

Clearly that mandate is one everyone agrees upon, but how can you help schools carry it out? What suggestions do you think are appropriate from the federal level? Many of the equity programs are under the purview of your department. Well, I think we have to be very clear and forthright in our enunciation of principle. I think that if Congress appropriates these funds for magnet schools, then we should spend those funds as intended. In some other areas, I think the involvement of the federal government can be shown historically in the last 10 or 15 years to be as much cause for mischief as for relief.

We've got pretty good evidence that local communities can deal with these things effectively. A lot of the steps that we've mandated from Washington have not been met with pleasure or approval.

Those circumstances again—circumstances of the local community and the school—dictate so much the strategy of how things should work out. Charlotte, N.C., is a very different situation from Boston, for example. I think that the best thing for us to do is to state our principles clearly, make it plain that this is a matter of federal law, and try to stop being so particular in the details of federal imposition, whenever that will conflict with grounds for possible local amelioration.

The federal government seems to be dragging its feet on removing hazardous asbestos from school buildings. The Administration has called for drastic reductions in school lunch and other nutritional programs, and programs for immunization of the poor against disease have been cut back. What, if anything, do you believe is the role of the federal government in ensuring a safe and healthy learning environment for all students? Well, obviously the federal government is interested in a safe and healthy learning environment. The question is whether the federal government can do that job better than the local

government or state government. I don't believe it can. In most cases—as in many of these other questions—it's too far away.

It can identify the interest of the American people in issues of safety. It can enact laws. It can expand its notion, if the Congress thinks it's appropriate, of what constitutes rights or the violation of rights in various circumstances. But in terms of responding to a particular situation, that is best done by state and local authorities.

But if for some reason they don't respond?

Then recourse to the courts or the federal government is appropriate.

Do you feel the same way about the school lunch program?

Yes, but I don't know enough about that yet.

We're deeply concerned about the dropout problem, as we

teachers are faced with the legal mandate and the paperwork of providing individualized programs for handicapped kids under PL 94-142, but they no longer have the financial support from Washington. The federal government's share of the cost of these programs is down 33 percent from just five years ago. What are the Administration's plans for assuring that handicapped kids get the help they need?

Well, obviously to honor the law and to provide whatever funds we can, given a difficult budget situation. This is an area that's been discussed, debated for years. When Congress passed that legislation, I think it was rather more sanguine than it should have been about the ability of the federal government—indeed even the state and local funding agencies—to pay for this very large cost. Our share, as I understand it, has been going down pretty steadily for about six or eight years.

classroom without running afoul of the Hatch Amendment regulations?

Well, you know the Hatch Amendment is law, but obviously it doesn't cover everything, and it's tied to federal programs. There is a lot in this question. Teachers are concerned about getting into values, but in the sense in which I'm talking about it, teachers are already involved in values—they always are. When adults stand in front of the young, they're teaching values—for good or ill, whether they want to or not, whether they obtain permission or not.

Obviously, teachers have to be sensitive to the values of the community in which they are teaching, to the parents, and to the students who are in their classrooms. We have a problem when there is mutual distrust or paranoia or antipathy between teachers and parents in any community. That's not a situation we want. Teachers cannot function effectively if they feel

teaching. Drug education, for example, is mandated in some cases by state laws, but now certain groups are trying to pull that out of the schools altogether.

Well, again, I don't think you can resolve any of these situations without knowing all the facts and circumstances. Where you've got a small group of parents, let's say, in the community who are distressed about things, but the majority of the community is not, it seems to me that the people in the school have to do some intelligent brokering—getting the majority of the community together with the minority of the community to see if they can work things out.

The second thing that could be done if we had more options, more choice, is that parents who are distressed and continue to be distressed might wish to move their children to another school. That, I think, is not a solution to the problem generally, but it can be a solution in

Our understanding of the Hillsboro situation is that after any number of school board meetings, meetings with the administration, and so forth, the local school board has decided to pursue the matter no further. That still gives those parents the right to federal government redress. This seems a bit ironic, with all the Administration's stress on "local control" of schools.

Well, I think the people who were pushing for the Hatch Amendment were saying, 'We don't like using the federal government in this way, but if we have to, we will. The federal government has been used before to impose beliefs and values on communities that they weren't happy with—now we're going to use it as *our* instrument.'

I do not think that in the end the federal government's involvement here is the solution—by no means. I am wary of getting involved in making these determinations. I view it largely



Carolyn Salisbury



Carolyn Salisbury



Carolyn Salisbury



Carolyn Salisbury

know you are. What are the Department's plans for dealing with this crucial issue?

There again, what can the federal government do? What do you *think* the federal government should do?

Well, we're interviewing you.

Look at the series that the *Chicago Tribune* has been running on the Chicago public schools and the very high dropout rate—30, 40, 50 percent. The teachers and administrators were asked why did these students drop out. And one of the teachers or principals blamed parental indifference, laziness, gangs, and failure to make school an interesting environment. What do we do about that? I don't know. I understand there are some programs that have been reasonably effective. There is one in Minneapolis/St. Paul that we want to look at and find out what they did—whether they have any plan or strategy that others may want to duplicate.

Let's turn to the area of educating the handicapped. Our

Frankly, there's no good answer to that question. I don't think you're going to see a large increase in this plan—that's certainly not in our budget proposal. We're putting in what we think we can afford. But the costs of this were driven by the legislation, and that's up to the Congress to decide how it wants to deal with it, whether it wants to keep things the way they are or make some changes.

But as mandated, it is noble, it is considerate of the needs of the handicapped, and it's extremely expensive to the states. No one I know, of any Administration, has a good answer to that question.

You've said that schools must take on the burden of character development, "especially now because families aren't as strong as before." Yet some critics of public education don't want kids exposed at school to value systems different from their parents'. Whose values should get taught by schools? How does a teacher talk about values in the

that parents are looking over their shoulder at every move. Parents cannot be happy about the schools to which their children go if they do not feel they can trust the teachers to do what it is they think the teachers should be doing.

More than anything else, this whole question about values, or the Hatch Amendment in particular, depends upon the restoration of that mutual trust. The best way out of the difficulty is to continue to get together and discuss what it is people, adults in the community, want out of the schools.

Often our members feel they are in tune with the parents, but a small minority of the parents might feel considerably different. The Hillsboro, Mo., experience is a good current example. Thanks to the Hatch Amendment, a small group of parents in a community can now—with the help of the long arm of the federal government—change what the larger group or the consensus of parents and teachers has been

some places.

The third thing is to face up to the fact that when we touch on issues that are extremely sensitive and delicate, we can expect to hear from parents. Based on what I know about the facts, if I were a parent in Hillsboro, I would be in that minority of parents who are upset. Young children keeping journals which their teachers read but not their parents! I think that is outrageous. I would certainly object to that kind of rule or imposition being put on *my* child.

If you want a recipe for disension, for getting parents mad, do something like ask students to keep a notebook with their most private thoughts about life and sex, and tell parents they cannot see it. That's asking for trouble. Now there may be some pedagogical reason for doing this that somebody thinks makes sense. I don't know what it is. It just seems to me to be a great distraction from what people should be doing, but if you do that, you cannot be surprised if parents object.

as a symbolic issue. Our mail-room has not been overwhelmed by the number of requests for intervention. The regulations we adopted do say that local and state remedies have to be exhausted first.

Could you reminisce for us about your own school days?

I went to P.S. 92 and Holy Cross Boys School in Brooklyn, N.Y. Pretty good, as I remember them. I recall the classroom as a place you could count on to be the same day after day. I didn't think about whether it was boring or interesting—I just knew I had to be there and do things. I was educated by old, now largely discarded methods like rote memorization and facts and drill. I had a lot of homework every night—had to do it or face serious penalties.

Have you stayed in touch with any of your teachers?

I got a letter from my third grade teacher upon my appointment here. She said she would have never guessed it in a million years.

RESOURCES

Idea Exchange

A Fortune-Ate Way To Teach Shakespeare

How's that again? A fortune cookie approach to Shakespeare? It works for Wapella (Ill.) High School English teacher Teresa Nietzsche, who got inspired one night while eating fortune cookies at a Chinese restaurant.

She now uses "fortunes" to motivate her sophomore literature classes and get them to analyze the meaning of the Bard's immortal lines.

Nietzsche copies important lines from whatever play her class is studying onto slips of paper. Each slip is numbered, and the page number of the students' text cited. Below the



Shakespearean line Nietzsche adds a humorous "fortune."

For example, slip No. 18 might have the line from *Julius Caesar*, on page 288 of the students' text: "No, my Brutus; you have some sick offense within your mind, which, by the right and virtue of my place, I ought to know of." Below the line is the fortune message: "Shakespeare will improve with age, and so will you."

"After they each draw a slip from a hat, I give the students a few minutes to laugh at their fortunes and find their lines in the text," Nietzsche reports. "Then I call on several of them to interpret their lines for the class. Usually by this time they've loosened up and feel less intimidated by Shakespeare's language. They come up with very good interpretations."

Nietzsche thinks the kids' positive response stems from their coming to see a play as a collection of conquerable segments rather than an overwhelming task.

"A little success, in itself, is motivating for most of us—especially adolescents," she adds.

A Painless Way To Build Vocabulary

Jan Childs of I.W. Avery Elementary School in Buena Vista, Colo., had been searching for a simple way to build her second graders' vocabulary when she came up with a technique that's easy and fun.

She simply drops new words

into those routine lines that every elementary teacher says over and over. One day "please be quiet" might become "stop the conversation," for example. Instead of "let's line up," she may say "align yourselves"; "time for lunch" might be replaced by "let's go dine."

Students respond enthusiastically to the concept of synonyms, Childs reports, quickly picking up such new words as *pupil*, *disperse*, *refer*, *recommend*, *considerate*, *calm*, and *accelerate* and using them in their own speech and writing. She encourages the children to ask "How else can we say that?" and to work to expand their vocabularies.

As Childs thinks of other words that might fit into the classroom routine, she jots them down and keeps the list on her desk to remind herself to use them.

Set Scene for Success

Because this is the last Idea Exchange until October, we offer the following first-day-of-school advice now, for those who like to plan ahead!

Geraldine Moray, a sixth grade teacher at Ensign Elementary School in Salt Lake City, Utah, allows two days to get her classroom ready. For the bulletin board, she may make and name a silhouette for each child in the class—or the theme may be her own summer, with maps, photos, and postcards.

"Children will feel closer to you right from the beginning if you share something about yourself," Moray believes. She also leaves some bulletin board space empty, so she can plan



with the children what they'd like to display.

Some other suggestions from Moray:

- Assign buddies to help new students get oriented to the school building and customs.
- Help bring the class together with songs, games, and other activities that require a lot of group interaction.
- Ask students to introduce themselves and tell what they're interested in learning, what they like to do, and what they do best. (Don't forget to take a turn here yourself, she adds.)
- Ask students to write their goals for the school year. At the end of the year you can give them back, so students can see how far they went towards achieving their aims.

Free or Inexpensive

GEOGRAPHY

World Map: Peters Projection. Arno Peters. Developed by a German geographer to show what many map projections distort: the true relative sizes of world land surfaces. Full color. 35"x50". \$8.95 prepaid. CIBC [Council on Interracial Books for Children] Resource Center for Educators, 1841 Broadway, New York, NY 10023.

WORKING ABROAD

Working Holidays 1985 (with supplement for U.S. and Canadian jobseekers). Central Bureau for Educational Visits and Exchanges [England]. Describes opportunities

for short-term overseas work and gives information about such necessities as visas and work permits. 320 pp. Postpaid \$8.95, or \$10.35 for first class mail. Canadian Bureau for International Education, 141 Laurier Ave. West, Suite 809, Ottawa, Ont., Canada K1P 5J3.

TV/Radio Tips

NEA recommends the following broadcasts to members, students, and their families over the summer months.

Storybreak Specials—CBS-TV, Saturdays; check local listings for times. June 1: "Arnold of the Ducks." A young boy lost in the wild is raised by a duck. **June 22:** "The Pig Plantagenet." When the lord of a manor decides to exterminate all forest animals, a heroic pig leads his fellow creatures in a stampede for safety.

M.A.D.D. (Mothers Against Drunk Drivers)—NBC-TV, Monday, June 3; check local listings for times. The story of how and why Candy Lightner formed M.A.D.D. after her daughter was killed by a drunk driver.

Schoolbreak Special—CBS-TV, Tuesday, June 4, 4:30-5:30 p.m. ET. "Albert G. Greabner Memorial High School Handbook of Rules." A humorous look at rules of behavior for high school students.

STUDY HABITS

Learning Power: Better Grades Through Better Listening. Charles H. Swanson. Shows high school students how to develop key listening-to-learn behaviors, such as psyching out teachers' "cueing systems." 24 pp. \$4 prepaid (ask about quantity discounts). CBK Publishers, P. O. Box 1332, Fairmont, WV 26554.

ESL

Handbook of Commonly Used American Idioms. M. T. Boatner, J. E. Gates, and Adam Makkai, editors. *Just what the doctor ordered* for non-native speakers of English who might otherwise get bogged down trying to bone up on American idioms. 296 pp. \$4.95 at bookstores, or for \$1.50 more by mail from Barron's Educational Series, 113 Crossways Park Drive, Woodbury, NY 11797.

MATHEMATICS

Bridges to Infinity: The Human Side of Mathematics. Michael Guillen. Presents basic concepts of mathematics—with-

out equations!—for a nonmathematical audience. 204 pp. \$6.95 at bookstores, or for \$1.50 more by mail from Jeremy P. Tarcher, 9110 Sunset Blvd., Los Angeles, CA 90060.

LITERATURE

Literature—News That Stays News: Fresh Approaches to the Classics. Presents discussions by 29 teachers (K-college) of how they help students make the connection between their own lives and the works of authors as various as Jane Austen, Joseph Conrad, William Golding, and Harper Lee. 120 pp. Stock no. 30127. \$8.50; National Council of Teachers of English members, \$6.65. NCTE, 1111 Kenyon Rd., Urbana, IL 61801.

CLASSROOM ORGANIZATION

Get Ready, Get Set, Get Organized. Grace Mandel and Gerrie Wetzler.

Gives month-by-month tips for bulletin boards, creative writing, art, and special projects. 92 pp. \$8.95

postpaid (quantity discounts for orders of six or more). Animal Cappers, 6804 S.W. Raleighwood Way, Portland, OR 97225.



Seventh Van Cliburn International Piano Competition—PBS, Tuesday, June 4, 9-10:30 p.m. ET. American Public Radio, Thursday, May 30 through Sunday, June 2; check local listings for times. Thirty-seven young pianists compete for a gold medal in the seventh Van Cliburn International Piano Competition in Fort Worth, Texas.

The Horse That Played Centerfield—ABC-TV, Saturday, June 15, and Thursday, June 27; check local listings for times. Two-part story about a little league baseball team and a horse that becomes its good luck piece.

Arthur the Kid—ABC-TV, Saturday, June 29; check local listings for time. A young boy joins a group of crooks and not only sets them straight, but makes heroes of them all.

The Notorious Jumping Frog of Calaveras County—ABC-TV, Saturday, June 29; check local listings for time. Takeoff on the Mark Twain classic, in which a young boy learns a valuable lesson about fair play.

BARD—National Public Radio, Tuesdays through June, 12-12:30 p.m. ET. Bay Area Radio Drama

(BARD) presents dramatic works written specifically for radio.

Children at Risk—National Public Radio, check local listings for dates and times. Series on child abuse and neglect in America, hosted by Sen. Paula Hawkins (R-Fla.).

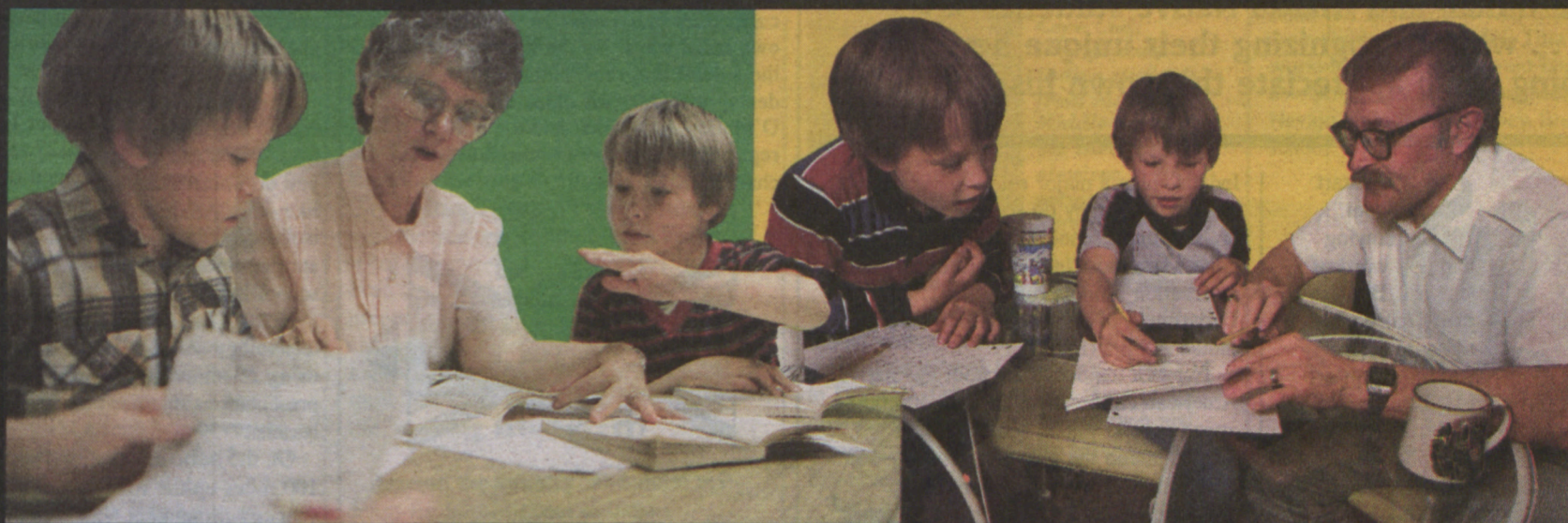
Penny Power—HBO cable and pay TV; check local listings for dates and times. The Consumers Union presents animated, humorous consumerism lessons for children under age 14.

Portrait of America—WTBS cable TV; check local listings for dates and times. Continuing series of documentaries spotlighting a different state each month. *June:* South Dakota. *July:* Rhode Island. *August:* Delaware. *September:* Illinois.

Reading Rainbow—PBS; check local listings for dates and times. LaVar Burton hosts this 25-part summer series, now in its third year, that brings award-winning children's books to life. For the original teachers' guide and a season supplement, send \$3 and a stamped, self-addressed envelope to Reading Rainbow, GPH, P.O. Box 80669, Lincoln, NB 68501. For the supplement only, send \$1 and a stamped, self-addressed envelope.

TEACHER-PARENT PARTNERSHIP

Home-school cooperation at work: At the suggestion of their Weber School third grade teacher, Arletha Slater (left), twins Kurt and Kevin Gilliland of Arvada, Colo., discuss the night's TV fare with their father, Robert (right).



'Homework' Designed with Parents in Mind

In 11 communities around the nation, some 6,000 third graders—and their teachers and parents—have been pilot-testing a new NEA learning initiative that links home and school more closely than ever before.

Teachers + Parents = Success. That's not an equation you're likely to find in any standard math text, but it's as sound and reliable as the Pythagorean theorem. It's also the theme of a special initiative of NEA and the Home and School Institute, being piloted this spring by 11 NEA local affiliates.

The new NEA Teacher-Parent Partnership program is designed to stimulate parents to become more actively involved in their children's intellectual development.

"Even the best teachers need parents' help in fostering children's interest in learning," says NEA President Mary Hatwood Futrell. "With this project, we hope to spur that interest by strengthening the linkage between families and schools."

The pilot project sites are Elgin and Rockford, Ill.; Fairbanks, Alaska; Greenville County, S.C.; Des Moines, Iowa; Boone County, Ky.; Fairfax County, Va.; Jefferson County, Colo.; Portsmouth, N.H.; Honolulu, Hawaii; and Lincoln, Nebr.

At the heart of the program is a series of 12 skill-development activities that families who volunteer can complete at home. The underlying premise is that families play a crucial role in their children's education—and can play it better if they have easy-to-use, tested activities to help reinforce the work of the school.

The activities are carefully designed to fit the needs of the contemporary

American family, which often has a working mother or a single parent. They take little time, cost no money, and don't duplicate schoolwork. Rather, they reinforce and extend the impact of the school—and respond to the recent education commission reports that have urged greater involvement of families in their children's learning.

The program's activities are each designed to take no more than 30 minutes to complete. They're intended both to help children develop habits that will serve them well in the classroom and to convey the message that tackling a mental challenge with mom or dad really can be family fun. Equally important, these activities promote a sense of cooperation—and a sense of shared commitment—between parents and their children's teachers.

The learning activities aim to help kids manage daily routines, build better study habits, increase self-discipline, and sharpen their ability to think and reason. Third grade was chosen for the pilot projects because it's a critical age at which children begin to establish lifelong learning habits.

One activity encourages third graders to take pride in themselves and their work by inviting them to organize their own study corner. Others help students learn that conflict need not mean combat, that discussion and negotiation are possible (even with a grumpy parent or a neighborhood bully), and that organizing time responsibly—by carefully choosing what TV shows to watch, for example—can actually be enjoyable.

Teacher volunteers at the 11 pilot sites selected at least eight different activities for participating families to complete—one per weekend. Each activity was carefully described for parents on a separate activity sheet. Teachers have been encouraged to stay in close contact with parents to offer guidance and keep tabs on progress.

So far parent reaction, as measured by written feedback forms, has been extremely favorable.

The Teacher-Parent Partnership initiative was developed in conjunction with the Home and School Institute (HSI), an organization devoted to enhancing the quality—and increasing the quantity—of relationships between home and school.

HSI, under the leadership of its founder and president Dorothy Rich, has been developing activities—sometimes called "recipes"—for parents and children since 1964. The result is a nationwide success story: studies show that students who participated in HSI programs have

improved test scores and more positive attitudes about school.

HSI has developed four rules for successful parent involvement programs, Rich says: "Link parent involvement directly to the learning of their own children. Provide ways for families to teach academic skills at home. Link the school's work to the community. And provide for parent involvement at all school levels."

"Encouraging parents to take an active interest in their child's education has always been an Association priority," NEA President Futrell points out. "Teachers can't do it alone. We realize that to do the best possible job of educating each child, we need the help and support of parents."

If you'd like further information on the Teacher-Parent Partnership project, contact your NEA regional office or Instruction and Professional Development staff at NEA Center in Washington, D.C.

—Marian Clayton

Related Reading

Available from the NEA Professional Library, P.O. Box 509, West Haven, CT 06516:

How To Prepare Your Child for School. Series of 64-page books for parents, focusing on early learning in reading and arithmetic. Individual titles, \$1.95 each. Set of all eight, \$10.92 (stock no. 3286-1-00-D).

Parent-Teacher Conferencing. Research-based how-to-do-it report on turning parent conferences into a valuable contribution to your entire community relations effort. 32 pp. \$2.50 (stock no. 1057-4-00-D).

Available from the Home and School Institute, Special Projects Office, 1201 16th St., N.W., Washington, DC 20036:

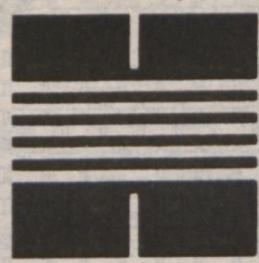
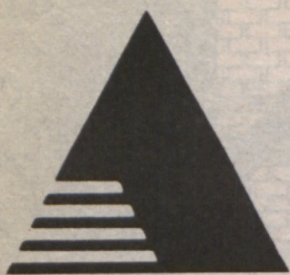
Families Learning Together. A step-by-step program of simultaneous learning for adults and children. Topics include health, consumerism, occupations, citizenship. 96 pp. \$10.

101 Activities for Building More Effective School-Community Involvement. Suggestions to help schools put new life into community outreach programs. 80 pp. \$8.

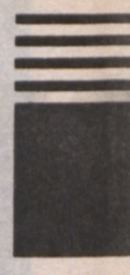
Survival Guide for Busy Parents: Help Children Do Well at School While You Do Well on the Job. Suggests activities parents can do with children before work, after work, and on weekends. 80 pp. \$12.

Three R's Plus. Hundreds of home learning "recipes" for helping children from preschool through grade 8 with thinking, reading, writing, and math. 128 pp. \$10.

APPRECIATING THE PAST . . .



HERITAGE



Schools from Anchorage to Cape Cod are offering American Indian and Alaska Native students new options. . . while recognizing their unique heritage and helping them appreciate their own history.



Some start school knowing barely a word of English. But many more are likely to arrive wearing, say, a Michael Jackson T-shirt, and able to describe—in English—exactly

who Michael Jackson is. And dancing for these young people is as likely to mean breakdancing as ceremonial dancing.

They are today's American Indian or Alaska Native (Aleut or Eskimo) children.

For nearly 500 years, native Americans have exchanged cultural influences with Hispanic-, Franco- and Anglo-Americans. Outnumbered by the Euroamerican culture, native Americans have continually had to choose how much—or how little—they would take from it, how much—or how little—they'd retain of their own.

After the TV set, school is perhaps the first place where Indian youth make such choices. But in the past, schools serving these youngsters tended to play down the possibility for choice—to present only the mainstream culture.

Not so today. In fact, if there's been one overriding trend in Indian education over the past decade, it's been that schools have presented children with choices in a deliberate, explicit way. The hope, of course, is that they'll end up taking the best from each culture.

Teachers—both Indian and non-

Indian—play a major role in presenting choices. And they do so in a variety of tax-supported schools. The days are long gone when most Indian children attended reservation schools run by the U.S. Department of the Interior's Bureau of Indian Affairs (BIA).

The vast majority of school-age native American children—more than 400,000—attend regular public schools. Only 43,000 attend the 193 BIA schools—some operated by tribes under contract to BIA—on Indian reservations in 24 states. That number is declining as BIA schools merge with or are taken over by local school districts.

Public schools with Indian students range from those with nearly all-Indian enrollments (usually on or near reservations) to those in urban areas, where

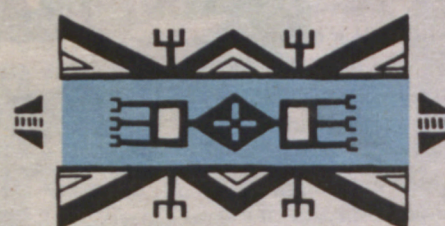
Indian students are in a minority and are likely to come from a variety of tribes.

Much about Indian education

has improved since passage of the Indian Education Act of 1972. That law, which was a response to investigations by the late Sen. Robert Kennedy and others into the deplorable state of Indian education, made new federal money available to public schools for programs for Indian students.

Known also as Title IV, the Indian Education Act was designed to serve Indian children in public schools no mat-

ter where they're located. Title IV emphasized *local participation* and "*Indian-ness*"—that is, parental participation in curriculum decisions and inclusion in the curriculum of material on the students' own tribal ways. By the mid-1970's, all the federal programs aiding Indian students—including the older Johnson-O'Malley Act (JOM) and the law regulating BIA schools—displayed these characteristics as well.



In schools of all varieties, in all parts of the country, Association members are involved in the efforts to upgrade the education of Indian Americans.

Pat Carr is an education technology specialist at Tuba City High School in Arizona. Located on the 25,000-square-mile Navajo reservation, the school is

operated jointly by BIA and the Tuba City school district.

Carr is president of the 130-member National Council of BIA Educators, a unique NEA affiliate serving teachers and other staff at BIA schools in Arizona and other states.

"Teaching out here—I came from New York City—is very rewarding," Carr says. "You can see the impact of what you do immediately. The kids are a lot like other American kids, though they're isolated geographically. But we can alleviate that through instructional TV. The school is hooked in to ASSET, the acronym for Arizona's statewide educational technology service. We're experimentally using 15-minute videotaped content presentations that are built into 45-minute lessons."

On the same reservation, but about 100 miles up the road in Utah, is two-year-old Monument Valley High School. Its 265 seventh through 12th graders are all Navajos from the reservation, but the school is run by the local San Juan school district rather than the BIA.

Navajo tribe member Clayton Long, IPD chair of the San Juan Education Association, teaches reading and English at Monument Valley. He also offers



Arizona's Pat Carr, with students Loretta Curley and Vanessa Williams. Their school on the Navajo reservation has over 1,000 students—half of them boarders.

Eskimo Teams Eye the Future



In May 1984, two teams of (mostly) Yupik Eskimo students from the village of Gambell on St. Lawrence Island in the middle of the Bering Sea won first place in their divisions in the Future Problem Solving Bowl, at Cedar Rapids, Iowa.

By all odds they shouldn't have won. Their island doesn't have automobiles, much less a library. They speak English only in school. Hunting whale and walrus for food is their daily concern—not genetic engineering, topic of the 1984 Bowl.

Somehow none of these disadvantages mattered. Coach George Guthridge (photo, far right), social studies teacher and member of NEA-Alaska and the Bering Sea Education Association, explains why.

"I figured out how to apply Eskimo training to the modern school setting," he says. The resulting sequence is the reverse of what you would do anywhere else in the United States.

"Problem solving usually starts with creativity—brainstorming possible outcomes—then moves to concepts, ending finally with the facts that have to be learned. But up here that approach would kill you. Eskimo children learn to hunt and fish by memorizing their fathers' every move, familiarizing themselves with their tools. Only an experienced adult hunter could develop new

hunting techniques.

"My coaching system takes advantage of the students' assets—excellent memories and a spirit of competitiveness—and my assets—experience as a science editor, science fiction writer, and writing teacher. Co-coach Bruce Currie (standing, third from left) and I start with the facts, even making the kids memorize things they don't understand. They're creative only at the end, when as a group they use what they learned to generate solutions to problems.

"We also were lucky to have funds that allowed us to make long-distance phone calls to researchers, and on the way to Iowa to have a 12-day cram course in genetic engineering at the University of Washington."

—N.R.N.

... EXPLORING THE FUTURE

N T TRANSITION



eight graders a one-semester elective course in Navajo language and culture, which most choose to take. By the end, they're

able to read the Navajo-language sections of the reservation's bilingual newspaper. The course will lose its federal bilingual funding, but expand to a full year, when the district picks up the cost next fall.

Long, whose undergraduate degree is in educational psychology, has researched the needs of Indian children. "I found that as early as kindergarten they have difficulties with decision making," he says. "So I designed a high school course in life skills to prepare students for living off the reservation for college or work. It emphasizes both long-term and short-term decision making—at their age that can be about such matters as smoking and drinking."

"My own goal," Long explains, "is to have the students understand another culture. I want them to see that it's okay to take things that can make them grow and develop, but not things that will have a bad effect."

In Anchorage, Association member Karen Tetpon, herself an Alaska native and a parent, is the teacher representative on the parent committee that advises the district's Title IV program.

Tetpon teaches 26 third graders at North Star Elementary. Ten of them are Alaska Natives, most Eskimo. (Seven percent of Anchorage students are American Indian or Alaska native.)

"The committee decided that native children needed extra instruction in basic skills," Tetpon explains, "so paraprofessional aides provide a half hour of tutoring each day to native children who are behind academically. The tutors also use a multicultural approach to teach all the children about Indians and Alaska natives. We don't teach about one tribe, but about Alaska Natives generally. Without Title IV, we wouldn't have this accurate material, which is developed by the Indian education office in Anchorage. Text-

books written nationally just don't include enough information on Aleuts and Eskimos."

In Omaha, Nebr., a 1982

assessment of the needs of the district's roughly 500 Indian students (out of some 41,000 total enrollment) played right into the interests of social studies teacher John Morse, now at Benson High School. It turned up a need to improve students' self-image as Indians, according to Fred Buckles, an Assiniboine/Sioux who directs Omaha's Title IV program. The best vehicle, Buckles believed, would be a course on the students' own Plains

Indian tribes.

The teacher would be Morse, who for 25 years had been teaching elective courses about Blacks and Hispanics and a multicultural course that covered American Indians as well.

Half a continent away, in Massachusetts, 17 percent of the students at Mashpee Middle School on Cape Cod are Wampanoag Indians—descendants of the tribe that cohosted the first Thanksgiving. Joan Tavares, Title IV director, says the younger children learn about tribal culture—including history, legends, even the traditional Wampanoag way of preparing a clam bake—in an after-school class. High school students have a one-night-a-week leadership class, where they meet Wampanoags active in community life, including the tribal chief.

Around the country, anecdotal evidence for improvement in Indian achievement is widespread. In 1981-82, the U.S. Department of Education's Title IV evaluators looked for statistical evidence as well. Their 1983 report notes that math and reading test scores of Indian youth in general (not just those served by Title IV) are higher in the 1980s than they were in the 1960s and 1970s, though they haven't yet reached parity with national scores. The researchers conclude that Title IV



undoubtedly has played a part.

Murton McCluskey, director of Indian education for the Great Falls, Mont., schools, points to improvement in local high school graduation rates.

"Ten years ago we had a terrible dropout rate among Indian students—almost 100 percent," he recalls. "It's still too high, but we've cut it in half: where ten years ago we'd have had four or five Indian seniors, this year we have 50."

What was the key to the change? "Getting school people to understand the special needs Indian students may have," McCluskey answers.



Springtime on Cape Cod: Wampanoag Indian students from Mashpee Middle School set their nets for alewives, a local variety of herring.

One leading developer of teaching techniques designed to work well with Indian students is the Northwest Regional Educational Laboratory (NWREL) in Portland, Oreg. The Lab is currently pilot-testing a program for teachers and administrators that will be published as *Effective Practices in Indian Education*.

Joe Coburn, a Klamath Indian, directs research and development for NWREL's Indian education program. He recommends that classroom teachers and administrators who have Indian or Alaska Native students learn about the local culture and value system, and especially about learning styles characteristic of these youth. (He says they're more likely to be group-oriented, cooperative, and experiential than individualistic or independent).

At the same time, Coburn notes, "As Indians who advise non-Indian teachers and administrators, we must make sure we don't give stereotyped pictures of Indian students. There's been rapid change in Indian culture in the past 20 to 30 years, and it would be misleading to imply things that just aren't so, such as that every Indian kid should wear braids."

BIA teacher Pat Carr agrees, warning against the assumption that all Indians are alike.

"It's a mistake to talk about 'Indian' kids," Carr says. "Even Hopis and Navajos, who live on adjacent reservations and often intermarry, have different needs. Navajo kids come from a pastoral culture, where families live in isolation from one another. Hopi families have always lived in villages. Their culture has closer contact with English-speaking people. So Navajo children are likely to come to school speaking Navajo only,

while Hopi children are likely to be bilingual.

"Not every tribe needs or wants bilingual education," Carr points out, "but for some it's an effective way to introduce their children to English. That's why I'm working to develop Navajo-language soundtracks to accompany videotapes for Navajo children when they first come to school."

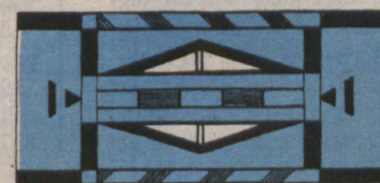


To make sure educators and the Indian community do understand one another, the Montana Education Association recently conducted a joint workshop for Association members and other educators with the Montana Indian Education Association, one of several state and national organizations made up of Indians interested in public education.

Tutoring in academics, education in tribal culture, instruction in mainstream survival skills—these are some of the areas where special programs have paid off for American Indian and Alaska Native youth. But the federal sources of funds for these programs are coming under the budget-cutting ax.

Which leaves teachers of Indian students wondering whether they'll be able to serve the special needs of their Indian students as well in the next decade as they have in the last.

—Nancy R. Needham



Federal Support Threatened

One key to the positive changes that have swept through schools serving American Indian and Alaska Native children in the past decade has been the Indian Education Act of 1972, administered by the U.S. Department of Education. Known also as Title IV, this landmark school aid law is aimed at all Indian children in public schools, regardless of tribal affiliation.

A much older aid program, run by the Bureau of Indian Affairs, provides funds for the education of students with tribal affiliations, under the Depression-

era Johnson-O'Malley (JOM) Act.

Faced with the severe budget deficit, the Reagan Administration has sought this year to eliminate the \$25.6-million JOM program and to freeze spending for other programs with heavy impact on Indian public school students—mainly impact aid (for districts with children from reservations), Chapter 1 aid (for the disadvantaged), and Title IV.

NEA has been working hard on Capitol Hill to ensure that no cuts are made in programs serving Indian children.

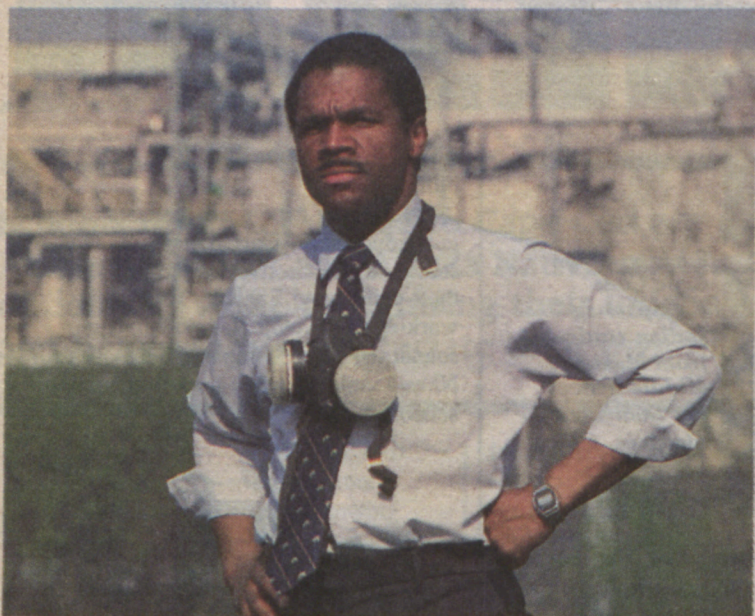
Title IV itself has suffered cuts in

the past. The program reached its high-water mark in 1981, when Part A—the main section—got \$82 million. This year President Reagan is asking for just \$67 million for the entire program.

There's no certainty that states or local districts will pick up funding the federal government drops. A 1983 U.S. Department of Education study asked participating school administrators if they thought their districts would pick up the tab for lost Title IV, Part A money. About half said they believed so, but mainly for academic—not cultural—programs.

—N.R.N.

People



Charleston, W. Va., science and math teacher **Don Wilson's** concern with the elements extends well beyond his classroom.

Wilson is co-treasurer of People Concerned About MIC, a community group working to

permanently stop production of the deadly chemical methyl isocyanate (MIC) by the Union Carbide plant in Institute, W. Va. The gas is used in the production of a highly toxic pesticide.

An MIC leak from Union Carbide's sister plant in Bhopal,

India, killed more than 2,500 people last December. The Institute facility has been shut down since then but—as we go to press—is scheduled to reopen and resume production of MIC soon.

"The plant is located just south of Stonewall Jackson High, where I teach," Wilson explains. "Over the years I've noticed that many of my students have an unusual bone and joint disease, which I attribute to their exposure to all kinds of poisonous fumes coming from the plant."

Wilson himself has permanent lung damage, which he feels is a result of his living and working so close to the plant. "I've been here for almost 30 years," he says.

Although People Concerned About MIC is anxious about citizen exposure to any poisonous fumes, its current efforts are concentrated on the most immediate problem: resumption of MIC production by Union Carbide.



Cuddling koala bears in an Australian wildlife sanctuary. Studying "Down Under" schools firsthand. Examining marine life on the world-famous Great Barrier Reef, off Australia's northeastern coast.

"It's the fulfillment of a childhood dream," says Beaverton (Oregon) Education Association member **Richard Duncan.**

"Ever since reading about the Great Barrier Reef as a kid, I've wanted to go there. It's as incredible as I imagined."

This summer, for the fourth year in a row, the Whitford Intermediate School science teacher is leading a three-week Oregon Education Association-sponsored course for graduate credit. Participants—some 50 OEA members—spend two weeks studying Australian schools under the guidance of local teachers. For the adventurous, Duncan offers a trip to Heron Island for a week of intensive study of Great Barrier Reef marine life.

"The ocean is a fascinating world," Duncan says. "Children—and adults—love it."

An Association activist, Duncan is always looking for new ways to spread the excitement he finds in science teaching. His proposal to share science facilities among Beaverton schools recently won a \$2,500 NEA education equity grant.

If "laughter is the best medicine," more than 6,000 sure-fire cures are offered in *Nothing But Winners*, a collection of chuckles compiled by Millersville, Pa., fifth grade teacher **Ken Hussar (left)** and Philadelphia 76ers General Manager Pat Williams.

The comedy twosome met eight years ago when basketball honcho Williams was the featured speaker at a banquet where Association member Hussar was moonlighting as a singer. When the two took their seats, they started swapping jokes—an exchange that continued later by mail as each tried to top the other's one-liners.

Eventually realizing that together they'd collected close to two million jokes, Hussar suggested publishing an anthology. In selecting material for the book, the pair set two criteria: the jokes must be wholesome and tasteful, and they must be

effective (i.e., battle-tested).

Nothing But Winners has sold more than 5,000 copies since it appeared last November. It's won endorsements from the likes of Bob Hope, Ed McMahon, Larry King, and President Reagan—who says he's placed it in the Presidential Library.

Back in the classroom, Hussar puts into practice his belief that "humor is an important ingredient in teaching." When the urge strikes, he totes his banjo to class and has his students join him in singing funny songs.

Or flipping through the book to the T for Teaching section, he tells the one about the student who exclaims, "I was close to the right answer on the test. It was only two seats away."

Nothing But Winners, a 517-page hardcover book, retails for \$19.95. It may be purchased by calling TriMark at 1-800-441-8372.



State loyalty went out with John C. Calhoun, right? Wrong. Not among quilters, anyway. And not in Nebraska, where **Jan Stehlik**, Dorchester junior high art teacher and collector of regional Americana, discovered that other states had many quilt patterns named after them, but Nebraska had only one.

Inspired by historic photos of sod house interiors, the Dorchester Education Association member designed her own patterns and published them in a book called *Sod House Treasures and Other Nebraska Quilt Patterns* (\$9 prepaid from Sod House

Treasures, Rt. 1, Box 11, Dorchester, NE 68343).

On the cover (and in the foreground of the photo above) is the moldboard plow, of sodbusting fame. Inside are patterns for the Sod House, the Wild Prairie Rose, the Goldenrod, the Cottonwood, and some 30 other Nebraska-related designs, each with a brief explanation of its place in state history or folklore.

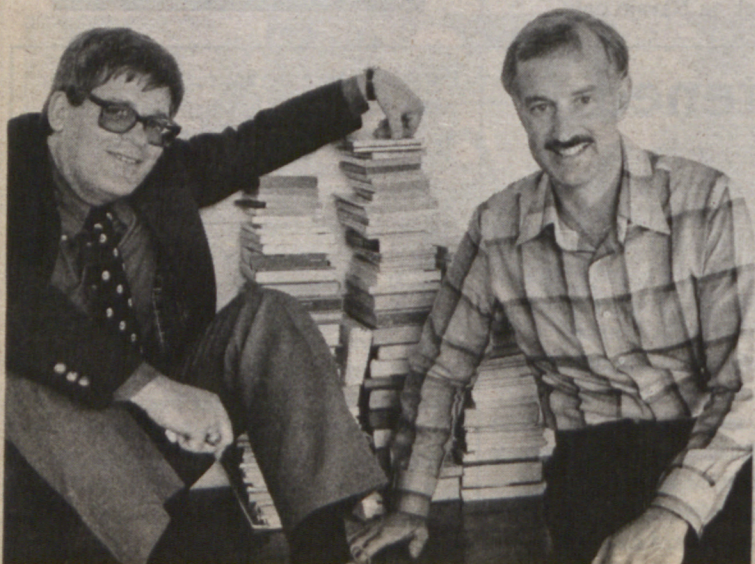
Stehlik says she still hasn't exhausted all Nebraska's possibilities, leaving Cornhuskers and Bugeaters—whatever they are—to others.

SOD HOUSE TREASURES

AND
OTHER NEBRASKA
QUILT PATTERNS



JAN STEHLIK





"I'll be the landing hill, you be the ski jumper," proposes **Tim Denisson**, physical education teacher at Anderson Elementary School in Cheyenne, Wyo. His first graders happily comply.

In a ski jumping career that's included membership on the 1972 and 1976 U.S. Olympic training teams and a coaching slot on every Olympic team since 1976, Denisson has probably made 20,000 jumps. Earlier this year, in a national meet in

Wisconsin, he won in the age 35-49 category with a jump of 46 meters.

A member of School District #1 Education Association, Denisson addresses both ski jumping and physical education in terms of biomechanics.

"Since 1976, ski jumpers have increased the length of their jumps by wearing one-piece jumpsuits and using somewhat wider skis than before so they actually become airborne,"

Denisson explains. "Jumps of nearly 120 meters are now becoming routine on larger hills."

"And in the gym," he continues, "we teach advanced motor skills—the diving forward roll, for example—as early as first grade. We've learned to teach students biomechanically based techniques, such as awareness of center of gravity, that give them feedback about how the parts of their bodies should be aligned."

There doesn't seem to be very much that Alaska Association member **Perry Adkison** doesn't do.

In the early 1970s he built a cabin for his family in the Alaska bush; at the age of 40 he ran in the Boston Marathon. A former city council member who's active in regional organizations, Adkison's also a certified emergency medical technician, serving on the volunteer ambulance squad in Dillingham and teaching CPR to high school first aid classes.

Dillingham is a coastal town

on Bristol Bay, not far from the Bering Sea. Adkison, a town native, fished commercially for 14 years before becoming a math teacher. In his spare time, he explores remote Alaskan islands and takes award-winning photographs.

He's taught at Dillingham High School for the past 19 years—and is currently Alaska Teacher of the Year. His community activities and the students who visit his home attest to Adkison's belief that "a teacher can't isolate himself or herself within the classroom."



Bobby Oglesby of Augusta, Ga., felt a little like the Lone Ranger when he joined the Richmond County Association of

Educators a few years ago.

"You could count the educational support members on one hand," he recalls. "Now there are more than 350 of us, including 125 new members in the last year and a half." And since the Georgia Association of Educators (GAE) has granted ESP members full membership rights, ESP membership has continued to grow and now numbers about 1,150 statewide.

Oglesby, a maintenance department dispatcher, is a one-man recruiting team—talking up the Association to Richmond County workers, and often attending conferences and meetings in other parts of the state.

His message to potential members: "We can do more together than we can apart." Specifically he mentions GAE's support for legislation that brought statewide health insurance coverage to all school support staff. More recently, ESP members, backed by GAE lobbyists, helped win a significant increase in retirement benefits for school support workers.

Student teaching in front of a TV camera is difficult. But not difficult enough to deter three bright soon-to-be teachers from submitting videotapes of their work as part of their entries in the third NEA-sponsored National Student Teaching Competition—open to all NEA student members.

As we go to press, finalists **Holly Ross** (top photo) from Ohio, **Susan Gough** (center) from North Carolina, and **Linda Bailey** (bottom) from Idaho are vying for the \$1,000 top award. The three came to NEA headquarters in early May to be judged by practicing classroom teachers as they each presented a half-hour lesson to Washington, D.C., students.

Bailey is so enthusiastic about her education at Northwest Nazarene College that she entered the competition "to show the country what a good education I'm getting," she says.

Gough and Ross are equally positive about their own teacher education programs—Gough at the University of North Carolina at Charlotte, and Ross at Miami University in Ohio.

Ross, whose mother is a teacher, reports that her student teaching experience has led her to believe her biggest problem will be "the many extra demands placed on teachers." And Gough is convinced that teachers "should be paid more—we shouldn't have to leave the kids to get better salaries."



BOOK BEAT

For Kozol, Reading Is Civics Lesson #1

For 18 years, ever since he began living in inner-city neighborhoods, writer Jonathan Kozol has been indignant over the shameful fact that 60 million—one-third—of this country's adult citizens are illiterate. His feelings rage forth from the pages of his newest book, *Illiterate America*.

Illiteracy, Kozol contends, is the result of societal injustice. He believes advocates for the illiterate will never prevail so long as academic humanists resist the obligation to assault injustice politically.

The national response he passionately seeks includes both a "bootstrap mobilization" movement, beginning in local

neighborhoods, and federal intervention, which he believes could totally eradicate the hard core of illiterates by the year 2000. The "universal humane literacy" Kozol would bring about in the United States calls for a three-year investment of \$5 to \$15 billion to break the back of illiteracy.

Kozol likens his call to action to the first great literacy campaign of modern history, fostered by the followers of Martin Luther. He also draws attention to the Chinese and Cuban literacy campaigns of the past three decades. While

not suggesting that Americans entertain such contrived methods, he does believe these two experiences demonstrate that large-scale programs can be effective.

His plan to mobilize illiterate America includes developing literacy primers from oral histories, locating child-care centers adjacent to adult learning centers, and flooding the U.S. with books—by obtaining and disseminating the unsold books that publishers now take back and shred.

Believing the number of illiterates in the U.S. can be reduced by more than half in 10 years, Kozol calls illiteracy

the "one important social, class, and pedagogic issue of our times on which the liberal, the radical, and the informed conservative can stand on common ground and toil...in a common cause that offers benefits to all."

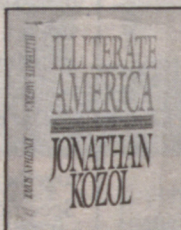
Kozol is a potent advocate for the illiterate, though he could probably make his essential point in many fewer words. He makes, nonetheless, a convincing argument for others—including teachers acting as after-school volunteers—to "cross the border" and join him.

Reviewed by Betty Condie, president, Utah Education Association, on leave from her job as elementary teacher in the Cache district, near Logan.

ILLITERATE AMERICA

by Jonathan Kozol

(Anchor Press/Doubleday, 270 pp. \$15.95.)



Summer Treats

First, for parents, two guides to activities that will occupy your children profitably—and free up your own time for reading:

Peterson's Summer Opportunities for Kids and Teenagers 1985. Peterson's Guides, \$9.95. A directory of more than 1,000 residential summer educational and recreational programs for children and teenagers.

School's Out—Now What? Choices for Your Child's Time. Joan M. Bergstrom. Ten Speed Press, \$10.95. A guide to planning useful out-of-school activities in the community for school-aged children. (Special price to NEA members: \$9 plus \$1.50 for postage and handling, prepaid to Joan Bergstrom at Wheelock College, 45 Pilgrim Rd., Boston, MA 02215. (Mass. residents add 5% sales tax.)

Next, a guide to recent fiction:

99 Novels: The Best in English Since 1939. Anthony Burgess. Summit, \$4.95. A British novelist selects books he thinks brought "something new—in technique or view of the world" to the novel—by authors ranging from Ian Fleming to Vladimir Nabokov.

Then a fascinating look at the childhoods of people who later (but not much later) became top talents:

Developing Talent in Young People. Benjamin Bloom, ed. Ballantine, \$9.95. Report of a research team that identified 120 American young adults who by age 35 had reached the top of their fields (arts, science and math, sports), and then interviewed them and their parents to discover how they got there.

Finally, a classic tale of intrigue that really happened:

The Zimmermann Telegram. Barbara Tuchman. Ballantine, \$7.95. A new edition of a history, first published in 1958, of a German intrigue that helped bring the United States into World War I.

The Brother HR-10 daisy wheel printer gets straight A's

REPORT CARD

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Great impressions that only a daisy wheel can make.
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Great value with years of trouble-free operation.

It's the printer that gets high marks every semester.

A computer is more than just a machine that plays games or stimulates young imaginations. At some point, you're going to need hard copies. That's why Brother has introduced the HR-10 daisy wheel printer.

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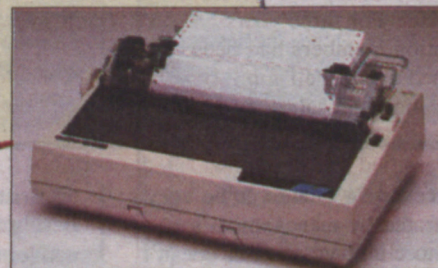
The HR-10 gives you the versatility of daisy wheel type faces. Its easy-to-read front panel makes control as simple as pressing a key. Compact and lightweight, the HR-10 even has a built-in carrying handle. And to keep the fanfold paper flowing smoothly and efficiently, there's the TF-10 tractor feeder which is standard equipment.

So, why settle for anything less? Get the Brother HR-10 and enjoy the professional print quality and versatility of a daisy wheel printer.

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Local Look

CONNECTICUT

The 20 faculty members at Sterling Memorial School will each get a whopping 25½ percent raise next fall, thanks to some no-nonsense bargaining by the Sterling Education Association (SEA).

SEA opened negotiations for its 1985-86 contract by proposing that the school board agree to the Connecticut Education Association's model salary schedule, with a base of \$24,000 and a top of \$60,000 at the ninth step.

As expected, the bargaining team didn't get the model salary amounts, but the CEA schedule did help to establish the relative degree to which Sterling teachers, with a starting salary of \$11,900, have been underpaid. To buttress their argument, Association leaders pointed out that some SEA members with nine years of experience were earning less than first-year teachers elsewhere in the state.

"It worked in record time," says SEA President Bill Asal. "The board members didn't act as our adversaries. They were also very concerned about raising teacher salaries, and this positive attitude emanating from the board has taken hold throughout the community. Citizens are making education the number one priority in Sterling."

IOWA

The Western Hills Associate Professional Staff Association (APSA), an Association affiliate in the Sioux City area, has become one of the first groups of public school employees in the Midwest to successfully bargain pay equity raises for those in predominantly female, undervalued, and underpaid jobs.

APSA represents 50 educational support employees including custodians, clerks, paraprofessionals, van drivers, and typists. For three years, Association members had been concerned about their job classification and salary system because it systematically underclassified and underpaid employees in "women's jobs."

Frustrated by management's refusal to eliminate sex-based wage discrimination, APSA worked with the Iowa State Education Association (ISEA) and NEA to study the job classification and salary system and to recommend a fairer way to evaluate and compensate employees.

"We felt for a long time that the wage scales haven't been fair," says Louise Morgan, a department secretary and APSA president. "The study gave us the opportunity to prove it."

After a long and difficult

COMMUNITIES CELEBRATE EXCELLENCE

America's Teachers:
THE SUBJECT IS
Excellence
Teacher Day USA

PROCLAMATION

WHEREAS, America's greatest strength has always been an educated citizenry, and

WHEREAS, that educated citizenry is directly attributable to our system of free and universal public education that provides an educational opportunity for all students, and

WHEREAS, the foundation upon which that system of public schooling rests is the classroom teacher, and

WHEREAS, the classroom teacher is challenged daily to reach out to every student—regardless of ability, interest in learning, social or economic background, physical, mental, or emotional handicap, ethnic origin—to provide the assistance and guidance for intellectual development, and

WHEREAS, the classroom teacher is a key to the intellectual preparation of individual citizens, who, collectively, make up the life in America and in this community, and

WHEREAS, the work of the classroom teacher improves the lives of all students, and

WHEREAS, the classroom teacher deserves the deep appreciation of the citizens of this community,

NOW, THEREFORE, BE IT RESOLVED that _____ hereby proclaimed **TEACHER DAY USA** for the recognition and appreciation for the dedicated classroom teacher, not only to this community but to all individual citizens.

nea Name and Title of Official _____
Community _____
Signed this _____ day of _____, 1985.

In McCloud, Calif., the superintendent sent letters to parents asking them to "say something nice to a teacher."

In Tennessee's McMinn County, Parent-Teacher Organization members cooked a meal for faculties and took care

of classrooms while teachers enjoyed a duty-free lunch.

From one corner of the nation to the other, buttons, badges, banners, brunches, and banquets were the order of the day—Teacher Day USA, that is. Using a model "proc-

lamation" and other community relations ideas supplied by NEA, hundreds of local affiliates designated one day this spring—most often during the second week of May—to recognize, honor, and encourage teachers.

Teacher Day became a national grassroots celebration of teaching and public education. School boards, PTAs, businesses, politicians, and the media pitched in with a variety of tributes—from corsages to pizza coupons, pro-teacher radio talk shows to newspaper ads, apples for the teachers' lounge to steak dinners with all the trimmings.

fight, management was persuaded to accept APSA's proposal. The new contract will phase in equity raises over three years, giving employees in job categories filled almost entirely by women—like paraprofessionals, secretaries, and financial specialists—considerably higher wage increases than other, already appropriately valued employees receive. In addition, where there were once 12 job classifications, the new, simpler, and more accurate system will have only four.

"Management wasn't interested in negotiating pay equity with us before the study," Morgan reports. "We couldn't have accomplished anything without ISEA and NEA. Now management knows that this little local Association has some big resources behind it."

WASHINGTON

Elementary and middle school teachers in Seattle decided enough is enough. For a year and a half, following the instructions of the central administration, they gave their students the Prescriptive Reading Inventory's seven to 10 annual mastery tests.

Teachers spent the two hours required to prepare each student's test for grading by the central computer. And they patiently explained to the district that the tests consumed an inordinate amount of time, didn't measure reading mastery, and—because teachers were forced to teach to the test—actually interfered with teaching children to read.

Their suggestions for evaluation and modification of the test's use fell on deaf ears. So in February of this year, Seattle teachers instituted a boycott.

"We were faced with a case of testing carried to its ultimate extreme," says Seattle Teachers Association President Pete Neuschwander. "Teachers were being forced to teach to an inadequate and dishonest test. Data were being placed in students' permanent records that didn't reflect true mastery."

STA members decided they could no longer in good conscience continue to use the tests as dictated by the administration. They're now using the tests as they work best in each classroom—and refusing to send them to the computer for grading and entry in student records.

"Our members are dedicated to teaching their students reading

mastery—and joy," says Neuschwander, "and they're not about to back down."

OHIO

Ohio's capital city has a brand new newspaper, the *Columbus Educator*—an eight-page, two-color, teacher-written tabloid published every six weeks by the Columbus Education Association (CEA).

Each issue features in-depth studies of education topics. Distribution isn't limited to CEA's 4,200 members, though; some 500 community leaders and businesses also get copies.

"We felt a need to offer more in-depth coverage than our Association newsletter provides," explains CEA President John Grossman, a social studies teacher.

"Many topics facing our members are complicated and require detailed study," add coeditors Bob Beulow and Brenda Petruzzella. "Teachers' years of training have taught them that simple answers are often wrong answers. We want to convey our message to the community in a newspaper reflecting thoughtful deliberation and measurable quality."

COLORADO

Special programs and activities have proliferated in Denver's 80 elementary schools, as elsewhere, in recent years.

But it took a Denver Classroom Teachers Association survey of its elementary members this winter to reveal that nearly half (48 percent) of all "instruction time" now goes to something other than the core academic curriculum.

The 48 percent *not* going to the basic curriculum breaks down this way: specialty areas (e.g., art, music, media center) 15 percent; supplemental or enrichment activities (e.g., special and G/T education, read-alongs, safety week), 12 percent; interruptions, 9 percent; unscheduled activities, 7 percent; standardized testing, 5 percent.

Armed with its survey findings, the 3,000-member DCTA has suggested to the Denver school board that it—

► Make teaching the district's number one priority.

► Set curriculum priorities, which scheduling can follow.

► Allot time for teachers in a building to meet and plan schedules that will minimize interruptions.

► Decrease class sizes.

► Ease standardized testing requirements.

LOUISIANA

When a school board goes into executive session every meeting for the duration of a school employees' strike and comes back into public session only to adjourn, it may well incur some public outrage.

That's what the board in St. John the Baptist Parish did during the bitter 38-day strike there last fall—and taxpayers didn't like the board's tactics any better than the 650 school employees did.

In an impressive show of political power by the St. John Association of Educators (SJAE), outraged voters have now recalled three of the 10 board members, with more on the docket. (These are the first elected board members ever recalled in Louisiana.)

There was no problem getting signatures on the recall petitions, reports SJAE President Wilhelmina Armour, but the board's legal delaying tactics have caused each of the recalls so far to be appealed all the way to the state supreme court. The only thing that could prevent all 10 board members from eventually being recalled, says Armour, is simple lack of time. The entire board will be up for reelection in 1986.

Your NEA

REACHING OUT

Today's Education Heading Your Way

Beyond education reform—that's where you'll be headed this August when you receive your copy of *Today's Education*. This year's edition will spotlight what NEA members can do—and are doing—to imaginatively reshape our schools.

The 166-page *Today's Education* will also take you into 19 different school systems where faculty members have already started planning for tomorrow today. You'll find out what's hot in social studies, science, industrial arts, reading, and a host of other subject-area disciplines.

Also upcoming in the new *Today's Education*: a colorful look at the trends and numbers that define American public education, lesson plans from some of America's finest teachers, and an annotated catalog of NEA's best professional development books and monographs.

Creativity Pays Off

The National Foundation for the Improvement of Education (NFIE) has named 150 winners in the 1985 NEA/Eastman Kodak "Cameras in the Curriculum" competition. Almost 1,000 teachers—more than ever before—



participated in this third year of the contest.

Winners will receive \$200 each to implement their proposals for using still photography to improve classroom learning.

After completing their projects, each winner will submit a final report to NFIE that details accomplishments and presents ideas for other teachers. From these reports, a national review panel will select seven grand prize winners, two of whom will receive top awards of \$1,500 each.

Need Global Materials?

Resources for Education in Global Issues (REGI) has useful materials available for teachers of all levels. REGI is a joint effort of NEA and Global Perspectives in Education—a New York-based, nonprofit, nonpartisan national organization that's a recognized leader in global education concerns.

Up-to-date references on classroom and other resource materials dealing with such top-

ics as world hunger, human rights, and global education are free to Association members. Specially designed curriculum materials are also available either free or at a modest cost.

For a brochure listing all available topics, write to REGI, Global Perspectives in Education, Inc., 218 East 18th St., New York, NY 10003.

Wanted: Readers...

The NEA Professional Library is looking for school counselors/social workers/psychologists to become volunteer readers of unedited manuscripts related to their fields of expertise.

Readers selected to serve on review boards for forthcoming books will work out of their own homes and will be credited in the printed publication.

Interested? Write to Gordon Felton, NEA Professional Library, 1201 16th St., N.W., Washington, DC 20036.

... and Mathematicians

The Consortium for Mathematics and Its Applications (COMAP), a nonprofit organization dedicated to developing and improving math curriculum, is seeking math teachers and researchers to help develop and test materials for training high school math teachers.

Those chosen will take part in COMAP's High School Mathematics and Its Applications Project, a five-year program funded by a National Science Foundation grant. Interested volunteers should contact Laurie Aragon, Program Development Manager, COMAP, 271 Lincoln St., #4, Lexington, MA 02173.

... and Test Writers

The General Educational Development (GED) Testing Service is recruiting teachers as volunteers to write questions for its high school-level tests in writing skills, social studies, science, reading, and math.

All 50 states and 10 Canadian provinces use the GED tests as a basis for awarding high school equivalency credentials.

Interested teachers should have at least a bachelor's degree, write effectively, be experienced in teaching at the secondary or adult level, and be able to follow precise instructions and complete assignments punctually. Each teacher selected will receive an honorarium.

If you think you qualify, write to Item Writing, GED Testing Service, American Council on Education, One

Dupont Circle, N.W., Washington, DC 20036.

... and Kids' Thoughts

A New York writer has asked NEA to help him locate student writing appropriate for publication in his forthcoming book, *Children's Rules for Parents*.

Teachers of grades 1 through 9 may submit the best of their student pieces on "how parents should deal with children."

Ideas may be silly or serious, although the more outrageous and funny a selection, the better its chance of winding up in print. Send entries to P.O. Box 1045, New York, NY 10028 by June 30. Include a stamped, self-addressed envelope if the work is to be returned.

Nine Maehling Fellowships Awarded

The creators of nine proposed projects relating to excellence in education will receive NEA Hilda Maehling Fellowships for 1985-86.

Winners are James Cusick of Pittsburgh, Pa.; Fred Vogt of Delano, Calif.; Gretchen Davis, Joan Taylor, Patricia Pettey, Ellen Mandel, Anne Franklin, Glenn Owen, Julie Hobbs, and Mary Winslow of Kansas City, Kansas; the Hinsdale (Ill.) High School Teachers Association; George Maradei, Jr., of Springdale, Pa.; Hector Montenegro of Washington, D.C.; Melvin Palmer of Porterville, Calif.; Ronald Robinson of Petersburg, Va.; and the Circle NEA Instructional Advocacy Committee in Towanda, Kansas.

Their projects, which will be funded at up to \$2,500 each, range from dropout prevention to improving student writing.

Coming Soon: NEA Collector Plates

The first in a new series of annual NEA plates will be issued later this year. For advance information, write NEA Professional Library, 1201 16th St., N.W., Washington, DC 20036.

In the Market For Life Insurance?

Buying life insurance has been made easier through a special limited-time offer from the NEA Life Insurance Program.

Through June 30 only, program eligibility requires simply that you be working full-time and be physically able to perform your job.

For more information, contact the NEA Special Services Response Center at 51 Monroe St., Suite 200, Rockville, MD 20850 (800/523-5877). Pennsylvania, Alaska, and Hawaii members should call collect: 215/443-3737.

LOOKING BACK

Schools in

Hillsboro, Mo., are slowly returning to normal after six months of turmoil that began when a small group of parents tried to dictate what and how teachers should teach ("Walt Disney a Menace?," April 1984).

This spring, the Hillsboro school board voted unanimously, with one abstention, to halt for the present its discussions about alleged violations of the Hatch Amendment. This is the federal law designed to protect students against psychological testing without parental permission, but now being used by Phyllis Schlafly and others to challenge any teaching method they don't like. Public support for the schools was evident in a school board election following the decision. Voters ousted the board president and another incumbent who hadn't strongly supported teachers, replacing them with two candidates endorsed by the Hillsboro Community Teachers Association-NEA and by a parent group dedicated to preserving academic freedom.

HUMAN RIGHTS

Walt Disney a Menace?

Extremists want Disney movie, role-playing, and elementary guidance counselors barred from Missouri schools—and new federal regulations may help them get their way.

Hillsboro, Mo., is a typical American community—with an atypical problem. A small, vocal, and highly organized group of parents is demanding that teachers in this small town about 20 miles southwest of St. Louis change what they teach and how they teach it.

Can a small minority of ideologically rigid parents really turn a curriculum upside down? The ideologies in Hillsboro think they can, and they have their opinion on a set of federal regulations adopted just last November.

These regulations were written to enforce an obscure, seven-year-old federal statute known



Wolcott, Insitt, and a young biologist are the focus of the 1981 Walt Disney film "Newly Cry Wolf." To extremists in Hillsboro,



► Some 35 companies representing 90 percent of the nation's

manufacturers of painting and drawing supplies will soon use labels to warn consumers of products containing chemicals that might cause health problems. But manufacturers of other types of art supplies—such as those used in sculpture and silk-screening—have yet to follow suit.

Materials containing toxic ingredients are used in many art classes, exposing students and teachers to unknown health hazards ("Is Your School Safe?," Nov. 1984). Labeling such products is voluntary, except in California where a new law mandates it. Similar bills have been introduced in Massachusetts and New York.

► Presidential Academic Fitness Awards (PAFA), established in 1983, provide one way for schools to recognize high academic achievement ("Doing Right by the Gifted and Talented," March 1984).

To receive the PAFA pin and certificate of recognition, students must be in the graduating class of their elementary, middle, junior high, or high school, must have attained a B+ average each year (including the first semester of the graduating year), and must have scored at or above the 80th percentile on a nationally recognized standardized achievement test.

In addition, high school students must complete by graduation at least 12 secondary or higher-level course units from offerings in English, social studies, foreign languages, math, computer science, and science.

Schools have the option of giving 10 percent of their PAFA awards to graduating students who don't meet these requirements but whose work shows extraordinary effort.

For more information on how to order these free awards, write to Presidential Academic Fitness Awards, U.S. Dept. of Education, P.O. Box 23749, Washington, DC 20026-3749, or phone toll-free 800/GET-PAFA.



TAKING A STAND

A Capital Confab

More than 7,000 delegates elected from across the country will be gathering in the nation's capital soon to vote on policies that will guide the NEA in the year ahead.

From June 30 through July 3, the Convention Center in Washington, D.C., will be the scene of parliamentary debate and action by the NEA Representative Assembly (RA)—one of the world's largest deliberative bodies.

Delegates will address a wide variety of issues under the general theme of "Building Partnerships for Educational Excellence."

Disabled delegates who will need special equipment or services should contact NEA Health Services immediately at 202/822-7666.

NEA's Office of Convention and Conference Management reminds all individuals and affiliates interested in selling T-shirts, buttons, or other items

to the delegates that the deadline for registering was May 6. Anyone not registered will not be allowed to sell anything in the Convention Center.

As always, before the RA gets under way, there'll be related conferences and workshops geared to various groups. The NEA Student Program will be hosting its second annual Leadership Training Workshop at NEA headquarters, June 24-26. Meanwhile, the NEA-Retired program will hold its annual meeting June 25-26. For details on the student meeting, contact Lesa Esbaum at 202/822-7915; on the retired meeting, Vade Bolton at 202/822-7174.

The annual joint conference on concerns of ethnic minorities and women will take place June 25 and 26 in nearby Baltimore, Md. For information: Lynette Johnson at 202/822-7705.

This year's pre-convention instructional issues conference,

June 27, will have as its theme "Education: 2001" and will examine educational reform issues. For more information contact Jessie Muse or Shari Francis at 202/822-7388. On June 27, 28, and 29, a "Showcase of Educational Excellence" at NEA headquarters will demonstrate education reform activities of local and state affiliates.

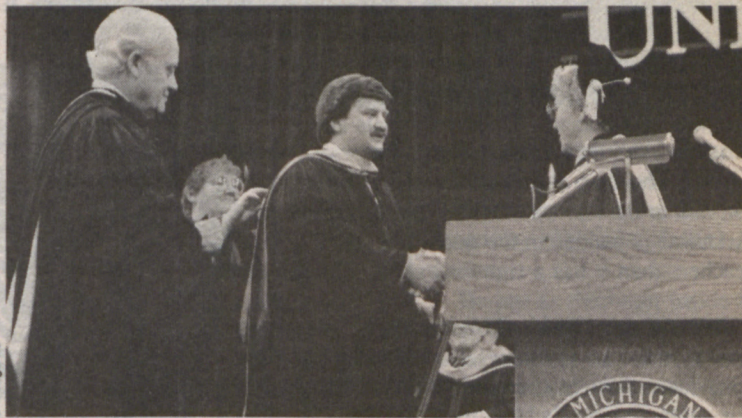
Building toward the 1986 and 1988 efforts to elect pro-education candidates to federal office, NEA's political action arm (NEA-PAC) will sponsor a fund drive during the annual meeting, asking each delegate to make a voluntary contribution of \$15 or more. All delegates will be eligible for the NEA-PAC "Car Giveaway" on the final day of the RA—a drawing for a 1985 Chevrolet Cavalier Type 10 fastback.

NEA-PAC will also organize two "running for office" road races—a 10-kilometer run and a one-mile run/walk. Delegates' filing fees for the races will be paid with NEA-PAC contributions they're raising now, at home, from other NEA members and their families.

—Ed Gonzalez

MAKING NEWS

Eastern Michigan University, one of the nation's first teacher-training institutions west of the Allegheny Mountains, has bestowed an honorary doctorate degree on one of its most distinguished alumni, NEA Executive Director Don Cameron. Cameron received his honor at graduation ceremonies April 20. . . NEA Vice-President Keith Geiger appeared in May on a nationally syndicated hour-long TV documentary on the campaign against school dropouts. The special, hosted by *Welcome Back, Kotter* star Gabe Kaplan, spotlighted schools that are helping problem and troubled students stay—and succeed—in school. . . Who are the most influential women in the United States today? One of them, says the "CBS Morning News," is NEA President Mary Hatwood Futrell. "Morning News" co-host Phyllis George aired an in-depth interview with Futrell earlier this spring.



NEA Executive Director Don Cameron (center) receives honorary doctorate from his alma mater, Eastern Michigan University in Ypsilanti. At podium is Geneva Titsworth, EMU regent; at left is Donald Drummond, dean of the college of arts and sciences.

SEEKING OFFICE

RA To Elect NEA Leaders

Delegates to the 1985 NEA Representative Assembly will elect the NEA president, vice-president, and two members of the Executive Committee.

The president and vice-president will serve two-year terms beginning September 1, 1985; the two Executive Committee members will serve three-year terms beginning the same date.

It may be necessary for the Representative Assembly to fill at-large positions on the Board of Directors pursuant to Article V, Section 1(c), (d), (e) and (f) of the NEA Constitution. The additional elections will be announced after June 1 if they become necessary.

Candidates may file at any time. Additional information, including an official filing form, is available from the NEA Executive Office at NEA Center. Candidates must have been active or educational support members of NEA for at least two years immediately preceding the election.

Submission of filing forms does not constitute nomination for office. Nominations will take place at the first business meeting of the RA, Sunday, June 30, in Washington, D.C. First-ballot voting will be on Monday, July 1.

An open hearing for candidates is scheduled for 1 to 3 p.m., Saturday, June 29, in the Washington Convention Center. The hearing, to be conducted by the Committee on Constitution, Bylaws, and Rules, will provide an opportunity for the candidates to make brief statements and for the delegates to ask the candidates questions.

The candidates pictured here had filed for office and submitted statements by April 1. Candidates for each office are presented in the order in which they filed. NEA disclaims any responsibility for the content of their statements.

For President



Mary Hatwood Futrell

Mary Hatwood Futrell is seeking reelection as NEA president. A veteran of 23 years in teaching, she is on leave from her position as a junior high school business education teacher in Alexandria, Virginia. Her compassionate, articulate leadership style has been instrumental in enhancing NEA's role on such issues as the current educational reform effort, collective bargaining, political action, and improved funding for education, as well as civil and human rights.

Serving as NEA president for the last two years, Mary has worked tirelessly to build a broader coalition of support among parents, the media, education, labor, and political organizations toward the goal of strengthening equity and excellence in our public schools for all of America's children.

For Vice-President



Keith Geiger

The challenges of the past two years will be exceeded in the coming years as we struggle to improve salaries and working conditions for all our members and the learning environment for all the children in our schools. The demand for expertise and leadership in bargaining, political action, and instruction has never been greater.

The reform movement in education throughout the United States is real, and we must be the leaders and major decision makers in that movement. I welcome those challenges and look forward to a continued role as part of this leadership team.

My many years of service to our members at all levels make me confident that I can work with other leaders and staff to overcome the obstacles being placed before us.

For Executive Committee (Two seats will be open)



Ed Foglia

I'm proud—

- ▶ to be part of the largest group of organized employees in the U.S.
- ▶ that NEA is the country's leading force for both equity and excellence.
- ▶ that NEA cares about students and public education.

NEA's challenge is—

- ▶ to participate constructively in the national debate on education.
- ▶ to educate our members on the issues that will define their future.
- ▶ to use our strengths in organizing, lobbying, training, data-gathering, and delivering services.
- ▶ to increase awareness of our role in strengthening local and state affiliates.

I'm proud of the opportunity to use my 28 years of experience as a classroom teacher and NEA member to serve on the NEA Executive Committee.



Jim Lewis

Jim Lewis believes the NEA stands at a critical juncture in the effort to achieve our members' goal of greater excellence in public education.

"To achieve this goal," Lewis says, "the schools of tomorrow must have an educational system that allows learning opportunities for all ages, vests authority for decisions

about learning with those closest to students, and possesses the financial resources to develop each student's abilities and provide competitive salaries to school employees.

Jim believes we must continue our efforts to improve instruction and teacher preparation, look for new pro-education allies, and increase our political, legislative, and collective bargaining efforts.

Jim's 15 years of experience in NEA provide the comprehensive qualifications to continue in this position.

SOUNDING BOARD

'Pushing Arkansas Teachers to the Wall'

An Arkansas Association member reflects on her state's competency testing law.

by Margaret Maddox Wallworth

To the public at large, and even to many of our colleagues in other states, the outcry of Arkansas teachers against the testing law puts us in the position of the player queen in *Hamlet*. Can it be that we protest too much? Are we afraid that the governor's "competency" test will lay bare our ignorance and incompetency?

Of course we have some incompetent teachers in Arkansas. Their principals and possibly even their school boards know exactly who they are. All Governor Clinton had to do was ask. But by and large Arkansas is luckier in the quality of its teachers than it has a right to expect.

We are not afraid of higher standards. Arkansas teachers have been begging for serious teacher training reforms for years. Proposals have included upgrading college entrance requirements; shifting the emphasis from education courses to legitimate courses in academic subjects; requiring a period of internship for beginning teachers; establishing a teacher licensing board; and setting a statewide starting salary that would free teachers from the humiliating penury that forces us to put the need for supplemental income above the need to further our studies.

No politician would touch reforms like these. Serious reform would embarrass the state department of education and the universities. It would raise taxes and put "important" people out of work.

Politically it's easier and safer to yank teachers out of the classroom, give them a meaningless token test made up by people of unknown educational qualifications, and then announce the glorious news that yes, the teachers of Arkansas are competent and deserve every penny of the poverty-level wages they receive.

The Arkansas teacher testing law is repugnant to teachers because it is a political gesture and an educational sham.

Governor Clinton is an ambitious politician. His eye is on the White House, and his teacher testing law is an important stage on his journey to Washington. The controversy is getting him all the national media attention a politician could desire.

At home in Arkansas, it has enabled Clinton to win back the voters who booted him out in 1980 after one term and replaced him with good ol' boy Frank White because they didn't like what they felt was Clinton's hoity-toity Rhodes scholar image. Since his comeback, the governor has surrounded himself with a different, far less collegiate crowd. He's managed to make the state's teachers, rather than himself, the target of the Arkansas electorate's traditionally anti-

intellectual sentiments.

The skills assessment (literacy) test, which most of us teaching this school year took on March 23, is a combination insult and lottery. We do not trust its validity. I am a self-acknowledged mathematical moron, yet the 50 math questions were so easy that I don't think I missed one of them. I'm a great reader,

As for requiring an acceptable score on the appropriate subject exam of the National Teacher Exam (NTE)—which is the other requirement of the Arkansas testing law—I don't think any teacher objects to this for initial certification. Those of us who took NTE subject exams prior to 1980, the cutoff date specified by the testing law, fail to understand why the department of education can't accept the scores we already have.

We do have the alternative of taking six hours of graduate courses. Teachers who already have two degrees and 30 or 40 hours beyond tend to regard this part of the law as one more example of bureaucratic idiocy. First we're told that our college credentials are worthless; then we're told to go get six more hours of those worthless credentials.

Those teachers who boycotted the March 23 test regarded their act as one of civil disobedience against an unjust law.



but in the reading section I found myself making wild stabs as to the main thought of tedious, badly written paragraphs.

The reading and math parts of the test will be machine-graded, but the writing test will be graded by graduate students from outside the state. My assigned topic was a 200-word letter to a businessman requesting money to send band students to Washington, D.C.

I am a published writer. I earned my degree from the University of London by taking and passing a 30-hour written examination (all essay, mind you; no multiple choice). Still, I can't be certain that the graduate student hired to grade my letter won't decide that it's badly organized and give it a grade of *Fail*.

The careers of teachers should not hang on such a hastily constructed political instrument.

I think this is a valid point of view, and it took a great deal of courage for them to take such a stand.

For my own part, I feel there is nothing unjust in the law itself. It think it is reasonable for a state to pass such a law, just as it is within the rights of any employer to set requirements for obtaining and keeping a job.

It is this apparent reasonableness of the testing law that makes the situation so insidious. It's rather like the Indian Removal Act of the last century: the farther you happened to be from it, the more reasonable it appeared. Only the people in the midst of it saw the worms in the pork and the rifle butts in the head.

It's impossible to convey to a nonteacher the extent to which we have been stripped of our dignity, pride, and sense of worth by the governor's clumsy methods of educational reform. Up to

now, we have been humiliated in other ways. We work in conditions that would not be tolerated by a factory worker. Our take-home pay is not enough to support a family. Our professional decisions are often overruled to placate a parent or a coach.

But until now we had our identity as educated men and women. My college credentials are a very large part of my identity. My father had about six years of formal school in Montgomery County, Arkansas. He was very proud that I "made a teacher." My degree from the University of London, especially, gives me a sense of accomplishment and worth. Not even the governor himself has a better education than I have.

Yet he and his legislators can arbitrarily send me to the literacy testing room, as Hitler and his SS could herd housewives, busboys, and Talmudic scholars into cattle cars to be sent to have their heads shaved and their clothes taken away, to show that they were all alike.

Arkansas teachers are not all alike. We differ in education, personality, and classroom presence. But all of us have been awarded at least one degree by a university, and all have been certified by the state. If our degrees are bogus, let the legislature investigate the institutions that granted them. If our current certificates are a mistake, let the legislature take the state department of education to task for issuing them. If individual teachers aren't teaching well, let local administrators deal with them—individually.

Arkansas' testing law is not just an educational issue. It's also a human rights issue. When I walked into the testing place on March 23, I saw the two top administrators of my school district sitting awkwardly in pupils' desks, waiting to take the test. The incongruity of the sight made me smile, but the indignity of it made me angry.

In Hot Springs, proctors were courteous and professional, but at some sites around the state they searched handbags and examined wristwatches for calculating devices. There may not be gas ovens or barren reservations on our horizon, but the spirit of dehumanization is the same.

The testing law may have accomplished one thing. It may have succeeded in pushing Arkansas teachers to the wall. It is my hope that future generations will look back to 1985 as the year the teachers of Arkansas stopped being victims.

Hilary Clinton, the governor's wife, has told the world that "teachers don't know what they don't know." I hope that Arkansas teachers will assess what they *do* know—and stop selling it so cheaply.

Margaret (Peggy) Maddox Wallworth teaches English and French at Central and Southwest Junior High Schools in



Hot Springs. She has a degree in English and journalism from Oklahoma City University (1959) and a B.A. (Honours) degree in English from the University of London (1969). Her first juvenile novel, *The Secret of the Silver Candlestick*, was published last year by David C. Cook, Elgin, Ill. A sequel, *The Secret of the Painted Idol*, will be released this September.

PERSONALLY SPEAKING

The Wheel World

Financing a New Car

Increased competition guarantees we'll be hearing lots of auto dealers brag about their "below-market financing" this summer. Unfortunately, many of these "deals" are nothing to boast about. In fact, there could be instances where you'd be better off paying a higher interest rate!

If you see dealerships advertising car loans at a low rate, ask some questions:

► **Must I make a big down payment?** Many of these "bargain" auto loans require such a large down payment that the average person can't qualify for one. It's a variation of the bait-and-switch ploy.

► **Does the low interest rate increase the cost of the car?** Auto dealers are often required to compensate the finance company for below-market rates. They then pass these costs along to you in the form of a higher sticker price. Use the worksheet at right to compare total costs (price plus interest expenses) for different finance packages.

Don't forget that taxes and many fees are based on the cost of your car. If below-market financing raises the base price, it will increase your taxes as well. And remember that if you itemize at income tax time, interest on your car loan is deductible, while a higher base price isn't!

- **Do the loans apply only to certain cars?** A loan is no bargain if you must buy a car loaded with unwanted extras.
- **Is this a limited-time offer?** Don't let the salesperson pressure you with a loan that's available "only for a brief time."

Remember that when you go shopping for a car, you're usually also shopping for a car loan—but one decision shouldn't influence the other. A good deal on a loan is no reason to buy a lousy car—and vice versa.

Finance charges can add from \$2,000 to \$5,000 to the cost of a new car. To calculate just how much your loan will cost, fill in the blanks below.

	Yours	Example
1. Final price of car		\$8,700
2. Down payment		2,000
3. Trade-in allowance, if any		0
4. Amount financed (1 minus 2 minus 3)		6,700
5. Divide by 1,000		6.7
6. From the table below, find your interest cost per \$1,000 loaned. Our example is for a 36-month loan at 13%.		212.98
7. Multiply line 6 by line 5.		1426.96
8. Add line 7 to line 1 to find total cost of car.		10,126.96

Interest Expenses Per \$1,000 Loan												
Length of Loan	8%	9%	10%	11%	12%	13%	14%	15%	16%	17%	18%	
36 months	128.11	144.79	161.62	178.59	195.72	212.98	230.39	247.95	265.65	283.50	301.49	
48 months	171.82	194.48	217.40	240.59	264.02	287.72	311.67	335.88	360.33	385.04	410.00	
60 months	216.58	245.50	274.82	304.55	334.67	365.18	396.10	427.40	459.08	491.15	523.61	



Selling Your Old Car

If you're in the market for a new car, you'll want to be sure you get the most possible money for your old one. A trade-in may be easy, but any dealer who offers a generous allowance for Ol' Faithful is probably adding a similarly generous amount to the price of your new car.

You can generally get hundreds or even thousands of dollars more if you sell your car yourself. But you'll have to do some work.

First, learn what your car is really worth. Check recent classified ads and the National Auto Dealers Association's *Blue Book*: they'll give you a rough idea. Remember that things such as mileage and options drastically affect the price you can ask.

As a rule of thumb, don't spend money on major repairs, since they cost more than you'll be able to add to the price. This is especially true of older cars, where the buyer is probably looking for cheap, temporary transportation. You're usually wiser to admit the problem and discount your price by the estimated repair cost.

On the other hand, do fix minor annoyances. First impressions are important, so be sure the car starts, runs, and stops smoothly. Don't fix every detail—the buyer might not care if the glove compartment doesn't open—but try to ensure that the test drive will be pleasant.

Repainting a car before selling it is a waste of money. Repainting may also raise the suspicion that the car was in an accident.

The price difference between a dirty, neglected-looking auto and a bright, shiny one can be a few hundred dollars! Wash, polish, and wax your car carefully, using a polishing compound to strip off the dull top layer of paint—hard work, but

it'll really improve your car's looks. Scrub the tires, and use a vinyl restorer on them as well as on any rubber or plastic trim.

Be just as thorough inside the car. Remember that test-drivers will probably see more of the interior than the exterior. Scrub the vinyl, vacuum the floor, empty all ashtrays and wash them out, remove all debris from the back seat and trunk, and use a deodorizer. Replace worn pedals. Buy floor mats if the carpeting is shabby, but use them slightly so they aren't obviously new.

Wash the windows, inside and out. Sparkling glass makes a car seem roomy and clean.

Don't stop scrubbing until your car is so clean you start having second thoughts about selling it!

There is some controversy as to whether you should steam clean under the hood. A clean motor looks attractive and well-maintained, but it could raise the suspicion that a mechanic opened up the engine, found something terminal, and steamed away signs of the work. So the older the car, the less helpful a clean engine may be.

Before the wheeling and dealing start, be sure you understand all the legal aspects of selling a car. Check the title, inspection, and insurance, and have all the paperwork ready.

Then set an initial price that leaves some room for bargaining. Some people like to haggle and some don't, but generally the more patience you have, the better your chances of getting your price.

Although a subtle sales pitch is okay, never lie about the condition of your car. If you knowingly sell someone a lemon, the buyer can take you to court. Worse, if you sell an unsafe car without warning the buyer, you could be found liable for any injuries it causes.

Maintaining Your Investment

Pumping your own gas saves money, but if you neglect to perform the other services of a good gas station attendant, you may be enjoying false economy.

A simple routine of checking your car once a week can catch minor problems before they become major ones. Once you get the hang of it, doing this weekly inspection should take little more time than reading about it.

Start out under the hood.

Check all the fluid levels: oil, water, wiper fluid, brake fluid, automatic transmission fluid, and the water in the battery. A sudden drop in any one of these may indicate a problem is developing. Your car will simply run better if the fluids are kept at their ideal levels.

Next, inspect the battery and sparkplug cables. Make sure the

insulation hasn't cracked and the terminals aren't covered with corrosion.

Check all belts carefully. Look for fraying, cuts, or glazed spots that may indicate the belt is excessively worn. Learn to identify when a belt is too loose. Replace any suspicious belt as soon as possible; it's much more convenient than waiting until one breaks while you're on the highway.

Before you close the hood, take a quick look for oil leaks or anything else you may not have noticed before. If you check your car frequently, you'll become familiar with the way things are supposed to look.

Next, give all four tires a thorough inspection. Look for cracks, bubbles, or objects imbedded in the tread. How are the tires wearing in general?

Uneven wear could be a sign that something in the suspension needs repair. Have it checked before your tires are ruined. How much tread is left? If you know about how much life remains in your tires, you can start looking for tire sales now.

Buy an accurate tire pressure gauge, and check how much air is in each tire—including the spare. A few pounds over- or underinflation can decrease the life of your tires—and reduce your gas mileage.

Finally, check your lights—not just the headlights, but all of them, including backup lights and turn signals.

You don't have to do your checking at the gas station, but try to inspect your car as frequently as you buy gas. A well-cared-for car will last longer—and you'll drive it with a lot more confidence.

Letters



Who Needs Evaluation?

Is Allen Harvie (*May cover story*) crazy? The way most evaluations are done makes me think he is quite lucky *not* to have been evaluated.

Most evaluations are either incompetent or plain out of touch with what is right about teaching. Many supervisors are concerned only with the rhetoric of what is at the moment popular in education. Others seek to impose their own bias on people who are attempting to do a good job. Many principals simply have limitations to their expertise in any given field of knowledge.

Traditionally, there has been a wide variance in what's allowed to be a factor in teacher appraisals. In Pennsylvania, one could be evaluated on one's "moral standing in the community." Our principal would not commit himself to the position that classroom observations would be the sole basis for competency ratings, leaving open the possibility that performance on such responsibilities as potty patrol, bus duty, and hall monitoring could outweigh classroom performance.

Allen Harvie should be thankful that at least he may utilize his own high teaching standards. Someday he might find himself working for someone who is more concerned with containing teachers' salaries than improving the quality of education.

Theodore J. Good

East Stroudsburg, Pennsylvania

Allen Harvie, who's gone so many years without being evaluated, won't know how lucky he is until he has had his career and his family nearly wrecked by bad evaluations.

Until something is done with disruptive students, teacher evaluations won't be worth the paper they're written on. Ask the man who put in 18 years with the same district and then was fired.

John Brecht
Urbanna, Virginia

Inequities Abound

Your May feature "One State, Two Worlds" is right. There are many inequities among Pennsylvania school districts. But in some cases the two worlds are *within* a single district—mine, for example.

I teach in an old school with a high proportion of disadvantaged children. Five miles away is a new school with more middle class students. The new school has wall-to-wall carpeting; our old school has floors that get scrubbed twice a year.

Who's Afraid of 'Never Cry Wolf'? Missouri Story Triggers Controversy

"Walt Disney a Menace?" seemed to imply that parents should passively allow their children to be subject to every new whim in education. Your supercilious attitude that the schools know best and parents who object to decisions are extremists certainly won't promote the already questionable professionalism of NEA....

NEA is obviously not speaking for me nor for thousands of other Christian teachers. Because of your extreme liberal stands and secular humanistic philosophy, I am seriously considering withdrawing my membership.

Mary Carroll Fox
Battle Mountain, Nevada

Sheathe in your claws, NEA! You scathe Phyllis Schlafly unmercifully for being a family watchdog. Your many articles tear at the very roots of good families trying to protect their children. Where do you get your almightiness in disregarding parents' rights in their children's education?

The late "Mr. K." of Russia would greatly love the *NEA Today*.

Frances A. Sypniewski
Planada, California

It's sad that a few parents are so intolerant that they would attempt to prevent teachers from being allowed to show students a Walt Disney movie about wolves, as reported in the April *NEA Today*.

Our school district is currently facing a similar attack on one of Shel Silverstein's books. Last January, a neighboring district was challenged on using works by John Steinbeck in the high school.

Interestingly, the father who raised the objection to Steinbeck penned a letter to the local newspaper claiming that "secular humanists" (it was made clear he meant teachers) are also known as Communists and socialists. Simply to label one's opponents as

Communists is reminiscent of the McCarthy days of the early 1950s. Perhaps these critics want to reverse the slogan popularized at that time: Better dead than well read.

Kim Wardwell
Caldwell, Idaho

I was angered by the article "Walt Disney a Menace?" in the April *NEA Today*.

The demands of conservative parents for more control of their children's classroom experiences continue to be a very appropriate topic for coverage. What upset me was that the author of the article exhibited as much "extremism" as he attributed to the parental groups he so harshly took to task. The article was dominated by such phrases as "ideologically rigid," "like-minded extremist groups," and "destructive attack."

By "reporting" the news in such a sensationalistic fashion, *NEA Today* is falling into the same camp as any it accuses of extremist activity. Don't try to manipulate my mind!

Ted Hiemstra
Everett, Washington

As one of those people who have no choice about joining the NEA and who find their values in conflict with NEA positions, I must respond to your April articles on Phyllis Schlafly and conservative parent groups.

The language used is deliberately (at least I *hope* you know what you are doing) inflammatory and designed to make us more fearful of censorship and loss of academic freedom. But let us consider: Parents have not only the right but the moral obligation to pay attention to the teaching their children receive—for accuracy and balance of content as well as for attitudes and values implicitly or explicitly developed.

Teachers, as the "intellectuals" of society (would that more of us really were!), should be able to see clearly parental concerns and be sympathetic and kindly toward them, helping our students to see more than one point of view, critiquing both sides of an issue, making our own opinions clear, etc., without "getting paranoid" about those more "conservative" than we.

Lea Schneider
Deep River, Connecticut

Wherever the rhetoric of the extreme religious and political right explodes into warfare, teachers, administrators, and school boards are stunned by the viciousness of the attack. All too often, they are also unprepared to defend their schools from such guerrilla warfare.

Although the targets vary, the theme is always the same: public schools and educators are bent on destroying the very fiber of the country. The rhetoric is similar, whether it's in computerized mailings from extreme right organizations, the religious broadcasts of Jimmy Swaggart, Pat Robinson, and Jerry Falwell, or the "op ed" pieces being published by newspapers throughout the country. Attacks like those in Missouri (and Maryland, and Wyoming) are not isolated outbreaks. They are well coordinated, well financed, and well aimed assaults on the one truly unique American institution, public education.

Because we're busy doing what we do best—teaching children—most of us don't have time to notice the passage of what seem irrelevant laws in Washington, such as the Hatch Amendment—until suddenly the warfare erupts in our own communities. Please continue to keep us aware of political trends and resulting laws that eventually impact directly upon us in our classrooms.

Marge Schropfer
Casper, Wyoming

as long as we'll let them after school.

Why don't I transfer to the new school? Because I work with a supportive, cheerful, dedicated staff. I go to school early too! We laugh together—and get ready for another day of coping.

Gloria Winger
Armstrong County, Pennsylvania

The 2.0 Requirement

In the May debate on requiring a 2.0 grade point average for extracurricular activities, I feel that Rebecca Lyons did not sufficiently debate the topic, simply because of the word *average*.

She stated her viewpoints on the new Texas law, which I feel is very unfair. It seems that in Texas a student must receive a grade of 70 in every subject or not be able to participate in any extracurricular activities. This is *not* the same as achieving a 2.0 *average*, with some grades falling above and some below.

Students who are participating in extracurricular activities should be required to maintain a 2.0 *average* of *all* their grades for that particular year.

Judson Lada
New Philadelphia, Ohio

Raves for Rural Schools

I took heart from your April feature on rural schools. As a teacher at the one K-8 school in my central California district, I think one of the nicest features of rural schools is that urban problems—drugs, cults, disrespect—take a number of years to reach us.

You're right about the many duties teachers at a small rural school must take on. Anyone wishing to be a specialist teacher should stay away from the rural areas, where there's no such animal.

Raymond F. Ensher
North Fork, California

Cartoon Complaint

I object to the anti-administrator theme of some of the "Schoolview" cartoons that have appeared in *NEA Today*. I am sure you can find more constructive and higher quality material for the newspaper.

Jack T. Bradford
Sao Paulo, Brazil

Cartoonist Joe Farley replies:

"Schoolview" addresses the things people talk about, at least in Austin, Texas, where I teach. It just seems there's no way to talk—or joke—about real issues without stepping on some toes.

Vacation Blues

Please curtail the publishing of those NEA travel guides and tour brochures. I'm sure some members are fortunate enough to take advantage of these wonderful trips all over the world. But I'm also certain there are many teachers in the same boat as me: making a living but without hope of an exotic vacation next summer.

Can't our dues be spent on the improvement of education instead of on travel excursion publications? I won't be in Aruba this summer. I'll be working.

Daniel Hanczar
Imperial, Pennsylvania

The new school has a reading book for every child; my students take turns with half the books we need.

The new school has air-conditioning. Yes, our old school does have windows. But we also have a 10-year-old yellow jacket nest on the roof. Have you ever tried teaching 25 or 30

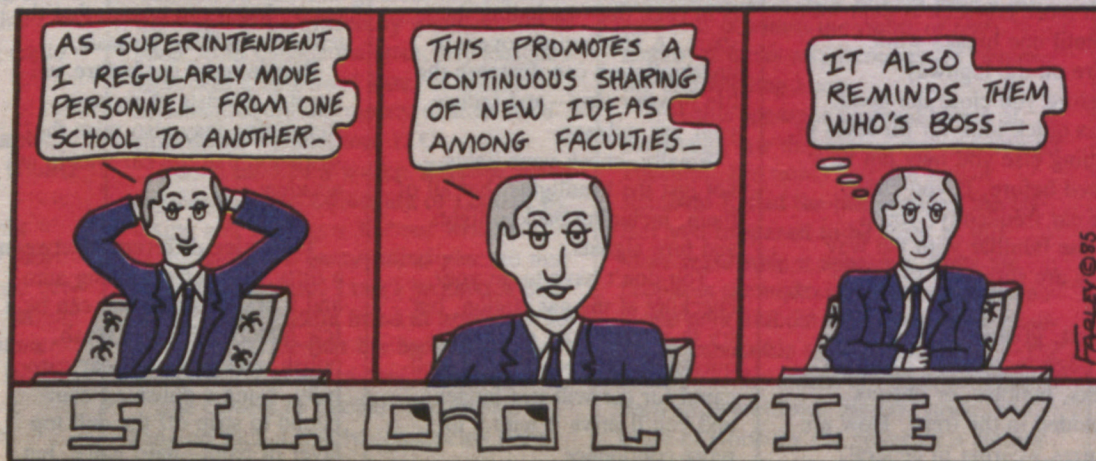
six-year-olds while two or three stinging insects are dive-bombing them?

The new school has restrooms with privacy; we have doors missing on almost half our stalls. Not much privacy, but lots of camaraderie!

The new school has grass, play-

grounds, and equipment; we have a small blacktop area often strewn with broken glass.

Why don't parents complain? Many don't realize the inequities; many don't care. Besides, their children love school. They get here as early as possible and hang around



Debate



David Johnson

YES

Almost all the recent multitude of studies on the quality of American education conclude that our schools need to place more emphasis on excellence in academic areas.

However, unless such excellence is rewarded—and in our society, this generally means financially—students looking for college scholarships get the message that academic excellence is fine but it's really more important to be of the right socioeconomic group or to excel in sports or some other extracurricular activity.

Certainly we need assistance for those who are in financial need, but this doesn't mean colleges should refuse to recognize and reward those students who have achieved academically.

The very word *scholarship* indicates academic excellence. Only in recent years has this word come to refer to financial aid *not* linked to academic achievement.

If our society is to survive, it must encourage and prepare the best and the brightest students. Recognition must come as a result of outstanding scholarship, leadership, and creativity. Former U.S. Undersecretary of Education Gary L. Jones has termed such recognition "merit aid" and defended it as an "investment in American leadership."

In particular, those of us in the teaching profession should be open to providing funds, regardless of need, to recruit high-ability students into our profession. There is growing evidence that students with high academic scores are not choosing teaching as a career. According to current news reports, much of the public no longer views teachers as academically superior and often questions their ability as a group to meet the needs of American young people.

Offering monetary rewards to academically superior education students would send a clear signal that those who prepare them for the classroom both respect and value their decision to enter teaching rather than one of the more profitable professions.

Schools are facing critical teacher shortages in areas such as mathematics

Should colleges offer scholarships based on academic achievement, talent, and promise—regardless of financial need?

Joyce Hardin is director of elementary education at Lubbock (Texas) Christian College. She has almost 20 years' experience as an elementary and junior high teacher and assistant principal. While teaching in a Department of Defense Dependents School in Korea, she was president of the NEA affiliate there. She won an NEA Hilda Maehling Fellowship in 1983 to explore ways to attract bright high school students into pursuing careers in teaching.

and science. Merit aid could help recruit top students into the fields experiencing shortages. Tapping our own resources in this way would certainly be far superior to bringing in teachers from foreign countries, as one state is already doing.

I recently interviewed several students here who had received some sort of monetary reward for academic excellence. In every instance, they voluntarily said that such recognition, even if very small, increased their desire for continued excellence.

As one student put it, "Sometimes it seems that colleges care more about your parents' financial situation than they do about whether or not you can do college work." Another said he felt that students who could do academically superior work often settled for less impressive grade point averages because no one really cared if they lived up to their potential or not.

What's more, the evidence suggests merit scholarships have not taken away aid from needy students. According to a 1984 study by Betsy A. Porter and Suzanne K. McColloch at the University of Pittsburgh, the growth in no-need scholarships has not cut into need-based scholarships. The survey of 367 institutions found 83 percent—up from 79.6 percent in 1982—providing merit scholarships.

However, this increase was not accompanied by major hikes in funding. Over half the institutions had increased their merit scholarship funds by less than 10 percent. The average merit scholarship was \$1,000 or less for more than half the schools.

It seems ironic that a society that routinely accepts financial support for college athletes without regard to any but the minimum academic requirements would even hesitate to support scholarships based on academic achievement, talent, and promise.

It's time we started giving as much attention and money to scholars as we do to athletes.

Lynn Fremd has been assistant director for student financial aid at the University of Southern Maine for six years. She also worked in financial aid offices while earning her B.A. and M.A. degrees in early childhood education at Towson (Md.) State University. She is vice-president of the University of Maine Professional Staff Association, an NEA/Maine Teachers Association affiliate. Fremd notes that she herself has both received and been denied student aid.

Giving money to those who don't need it is the essence of waste.

Yet many students—from families who can well afford to send their children to any institution without worrying about the cost—are being awarded merit scholarships based solely on academic ability and achievement.

These students are given merit scholarships by the schools as an incentive to attend, let's say, Institution A rather than Institution B. In this way Institution A maintains its reputation for excellence by attracting top scholars. This in turn attracts private donations, which boost the school's endowment and enhance its influence and prestige.

The crime here, I feel, is that by giving scholarships based strictly on merit, schools are taking money away from those who need it. Needy students run the risk of being denied access to higher education.

In these days of tight budgets and rising college costs, there's not enough money available, especially in the federal programs, to fund all poor students to the full extent of their needs.

On my campus, for example, you have students who received federal Pell Grants last year failing to qualify this year—not because their families' incomes increased, but because federal appropriations decreased. The formula gets changed to ration the decreasing funds. The students aren't any less needy—there just isn't enough money to fund them now.

But instead of making up for this lost federal aid, institutions are wasting resources by offering unsought financial assistance as they compete for scholars who may be able to pay all costs.

Once again, elitism rears its ugly head.

Merit scholarships have their place, but the funding should come from a source other than the school. My office, for example, uses directories that list private sources of aid—many of which do not require financial need, but only interest and ability in a certain field. Receiving funds from these sources is just as



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much an honor as receiving a scholarship from an institution.

In addition, many colleges have private donors of scholarships who specify how funds should be awarded, often based on criteria other than need. The school, then, has no choice as to how to award the scholarship.

I believe the country would be well served if the private sector sponsored merit scholarships. That way the long-range workforce needs of a company could be served by nurturing a gifted student, the student would know he or she has a job waiting for him upon graduation, and the pressure to justify the scholarship would be a pact between the individual and the company.

But for a college or university to take money that has not been restricted and award it to those who don't need it is to deny a higher education to someone else who can't afford to attend without financial help—someone who has need and qualifies for admission academically but is not considered a "prime acquisition" good enough to win an academic scholarship.

My concern, as a student financial aid officer, is that funding for merit scholars will come at the expense of those who cannot afford a higher education and are not in the top percentage academically.

The education of some students will have long-lasting impact on society. But for students not destined to become world leaders, renowned scientists, or humanitarians, a college education will also have an effect—perhaps on a less grand scale, but probably just as valuable. We need teachers, accountants, and nurses, too.

Who can put a value on a college education? Are merit scholars more important than need-based aid recipients who go into less prestigious, but socially and economically useful, work?

Who—or rather what—is to be sacrificed—the American dream of education for all regardless of income, in favor of an elite, educated class?



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*Accident Facts, National Safety Council, 1983

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